Supreme Court, U.S.
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No. 15-827

IN THE

Supreme Court of the United States

ENDREW F., A MINOR, BY AND THROUGH HIS PARENTS AND NEXT FRIENDS, JOSEPH F. AND JENNIFER F.,

Petitioner,

v.

DOUGLAS COUNTY SCHOOL DISTRICT RE-1,

Respondent.

On Writ of Certiorari
to the United States Court of Appeals
for the Tenth Circuit

SUPPLEMENTAL JOINT APPENDIX

Neal Kumar Katyal
HOGAN LOVELLS US LLP
555 Thirteenth Street, NW
Washington, DC 20004
(202) 637-5600
neal.katyal@
hoganlovells.com

Counsel of Record for Respondent

Jack D. Robinson
SPIES, POWERS & ROBINSON, P.C.
950 South Cherry Street
Suite 700
Denver, CO 80246
(303) 830-7090
robinson@sprlaw.net

Counsel of Record for Petitioner

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Douglas County School District Re.1 - Instructional Support Services
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Date of Meeting 10/31/07

Individualized Education Program (IEP) for [redacted] Andrew Robert

Student Information

DOB: [redacted]	LASID: 122955	SASID 122955	Medicaid #:
Home School: Summit View Elementary		School of Attendance: Heritage Elementary	
Grade: 1 Track: A		Ethnicity: White (not Hispanic)	
Age: 8yrs 1mos Gender: M		English Language learner?	Yes ☐ No ☒

Parent Information

Parent/Guardian	Parent/Guardian
Last Name: [redacted]	Last Name:
First name: Joe and Jennifer	First Name:
Address: [redacted]	Address:
City: [redacted]	City:
State: CO Zip: [redacted]	State: Zip
Home Phone: [redacted]	Home Phone:
Work Phone	Work Phone
Relationship to Student: Parent(s)	Relationship to Student:
Primary Language: English	Primary Language

Special Education Information

Date of Initial Eligibility Meeting: 08/25/02 (month/day/year)

Date of Last IEP Review: 05/10/06 (month/day/year)

Date of Next Eligibility Meeting: 05/20/08 (month/day/year)

Date of Next Annual Review: 05/10/08 (month/day/year)

Reason for Meeting: Initial_____ Annual_____ *Reevaluation (Triennial)_____ Other X

* Required for change in disability, significant change in placement, or exit from special education program

Primary Disability: Physical Disability / Autism

Setting Code: 302 (L.M.41)

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EXHIBIT 1

Douglas County School District Re.1 - Instructional Support Services
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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Participants in Meeting

Initials indicate participation only.

The following participants must be in attendance:
(please print name and initial if you are in attendance at the meeting.)

Jennifer [redacted]	
Student's Parent/Surrogate Parent *(unless parent decided not to attend)*	Student's Parent *(unless parent decided not to attend)*
Amy Holton	Ashley Grams AG
Special Education Director/Designee	Special Ed. Teacher / S/L Pathologist
Pam Deyoung	
General Education Teacher *(if the student is or may be participating in the general education environment)*	Student *(when appropriate)*
Karen Barker	
Building Principal / Designee *(for eligibility only)*	Interpreter *(when appropriate)*

Others with knowledge and expertise regarding this student:

Ranae Peppas	
Speech / Language Pathologist	School Nurse
Denise Alford	
Occupational Therapist	Physical Therapist
School Psychologist	School Social Worker
Audiologist	School Counselor
Other *(specify area represented)*	Other *(specify area represented)*
Non-Attendee	Non-Attendee
Non-Attendee	Non-Attendee

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student [redacted] Endrew Robert LASID 122955 SASID 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Educational

Evaluations Administered/Date and/or Information Reviewed *Include classroom observation other than classroom teacher*	Name of Evaluator	Date
	Ashley Grams	*05/17/06*

Observations:
Needs verbal prompts to answer comprehension questions
Knows basic addition facts up to 12
Working on subtraction
Drew is very distractable in many environments.

Present Level of Educational and Functional Performance
How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Drew spends most of his day in the general education class. He is very capable of learning However Drew is very distractable. He benefits more in a quiet one-on-one structured environment. Drew is able to follow the classroom routine with one verbal prompt from a friend or teacher. Drew does not interact with his peers independently. He needs a verbal prompts for greetings □ It is difficult for him to make any kind of eye contact and to respond to peer□s' questions.
Although Drew needs support to decode unfamiliar words and new strategies to help retell a story, reading is one of his strengths.
Drew continues to need help to write a sentence independently. He needs several prompts to verbally say one complete sentence He can copy a sentence verbatim
Drew has demonstrated significant growth in math computation. He can add numbers up to 14 and is now working on subtraction Drew has been introduced to money but is inconsistent identifying and stating the values of the coins

☐ Not a current area of concern due to existing information (If appropriate, please check)

Educational Needs
Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

Improve literacy skills such as decoding and comprehension
Continue to improve math computation skills and basic number sense
Improve writing process
Sensory breaks

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Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Communication

Evaluations Administered/Date and/or Information Reviewed — Name of Evaluator — Date
Language of evaluation if other than English — *Renae Pappas, M.S.CCC-SLP* — *05/10/07*

Assessment results obtained by Nancy Lee Burdic in May, 2005
Peabody Picture Vocabulary Test-III (PPVT-III) SS=70 %ile=2
Speech-language sample: Drew primarily uses language to make requests ("computer closed?") and comments. He will say hello to adults consistently when prompted and occasionally at a spontaneous level. Drew rehearses information he's heard in class during individual work time and, per parental report, at home. Drew will point to and name items in the classroom.

Communication Rating: V = 0 F = 0 A = 2 L = 4 Total CRS = 4 OR FC = 4

Comment:

Present Level of Educational and Functional Performance
How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Nancy Burdic 5/05 Drew has demonstrated strong growth in specific receptive and expressive language skills. What continues to be challenging for him is the generalization of these skills to enhance communication while in school. He is showing greater interest in connecting with his friends and teachers, but the types of interactions remain limited. In the classroom environment, he is most successful at requesting and making comments about what is of interest to him. This can often result in verbal perseverations, which have great meaning to Drew, but are often not contextually relevant. Drew appears anxious during these times, demonstrating heightened movement, rigid responses to attempts at re-direction, emotional outbursts, and increased tension. This strong focus on specific items/events appears to prevent him from processing what is going on in the classroom, interacting meaningfully with his peers without facilitation, and actually exchanging information with communication partners.

Renae Pappas 5/07 Many of the same observations remain today. Drew has limited interactions with peers. When prompted to greet others, he rarely will make eye contact but will utter "Hi" and sometimes will state the name of the person. Drew makes requests and statements that are significant to him. An example is the timer. He perseverates on looking at a timer or pushing the buttons of the timer (he knows where they are throughout the school). His anxiety increases and he verbally perseverates until he can see or touch the timer. Meaningful interactions with others are limited because of his narrow focus.

Drew attends a daily literacy group 5 times a week for 30 minutes each. He will engage in reading outloud and answering simple questions. He will also complete written assignments with prompting.

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Legal Name of Student: [redacted] Andrew Robert LASID. 122955 SASID. 122955
School of Attendance: Heritage Elementary Date of Meeting. 10/31/07

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued

A language sample revealed that Drew uses short utterances consisting of 2 to 4 words per utterance. For example: " The bird. Don't bird. Didn't listen. He did bird out. The bird flew away."

☐ Not a current area of concern due to existing information (If appropriate, please check)

Communicative Needs:

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

--increase contextually relevant verbal interactions
--increase variety of communication acts, such as expressing frustrations
--improve eye contact

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School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Pertinent Family Information

Evaluations Administered/Date and/or Information Reviewed *Include adaptive behavior for student with suspected SLIC disability*	Name of Evaluator	Date
	Theresa O'Hearn Gay, LCSW	*05/20/05*

Home visit with Mrs. [redacted] record review, team consultation
Drew has been attending preschool at the Rock Canyon site 4 days/wk and enjoys going to school. This is Drew's third year with the preschool program Mrs [redacted] continues to be pleased with Drew's developmental progress. He is typically using 3 word phrases (and some 4 word phrases) to convey his needs/wants (e g., "mommy, sit down"). Drew's mom feels the ideas that he is able to verbalize have expanded and become more complex. He is also doing more verbal commenting during his play. In the area of language, the [redacted] top current priority is Drew's articulation errors which increase when he is excited and talking rapidly Drew seems to be more receptive to interactions with peers and now his family would like to see him using his language in these social interactions Drew continues to enjoy and do well with gross motor activities and has less interest in the fine motor activity of writing. Drew is able to write his name and draw some simple shapes; his mom remains concerned about his tool grip Drew continues to participate in private treatment that includes 9 hrs/wk of home training and 3 hrs/wk of an integrated play group with Annette Nunez. Since 10/04 Drew has been taking Ritalin and his mom feels it has decreased his impulsivity and improved his body control The Vineland Adaptive Behavior Scales was completed with Mrs [redacted] to assess Drew's adaptive skills and yielded the following results.

DOMAIN	*STANDARD SCORE*
PERCENTILE RANK	*ADAPTIVE LEVEL*
Communication	*72*
3	*Mod. Low*
Daily Living Skills	*64*
1	*Low*
Socialization	*68*
2	*Low*
Motor Skills	*84*
14	*Mod. Low*
Overall Composite	*66*
1	*Low*

Drew's overall adaptive skills are at the 1st percentile when compared to peers which is consistent with a diagnosis of Autism Spectrum Disorder Mrs. [redacted] has noticed some increased rigidity from Drew recently around having to take the same route to school and get out of the car on a specific side and hopes he can gain some more flexibility Mrs [redacted] is eager to learn more details about Drew's transition to kindergarten including what steps can be taken to increase Drew's success in his process and what

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Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued

schedule will be utilized to help him with the routine in the new setting. The [redacted] have been terrific advocates for Drew's educational needs and proactive in utilizing school, private and community resources to support Drew's progress

Present Level of Educational and Functional Performance

How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Mrs. [redacted] feels Drew's limited communication and social skills will continue to require adult support in order for him to maximize learning and participation in the classroom setting. The family greatly values frequent communication between school and home to support Drew's progress.

☐ Not a current area of concern due to existing information (If appropriate, please check)

Needs:

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

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School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Social/Emotional

Evaluations Administered/Date and/or Information Reviewed *Include adaptive behavior for student with suspected SLIC disability.*	Name of Evaluator	Date
	Julie Steffen, M.A. ECSE	*05/15/05*

Drew has made steady progress in this area. He transitions into class easily He will occasionally greet peers using their name however, often without purposeful intention. Drew seems to enjoy taking turns with his friends and will at times request a turn or offer a turn independently. This seems to depend on the toy he is playing with and his motivation for the toy. During play, Drew continually requires prompting to stay focused and attentive His play is mainly single step play and can be perseverative at times He is able to link 2-3 steps in play when the motivation is high. Drew attends and enjoys an integrative play group several times per week and progress has been reported. Drew enjoys recess time however needs a visual schedule to explore other playground equipment He prefers to stay in the playhouse and will interact with others if they are inside the house with him.

Present Level of Educational and Functional Performance
How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Drew's desire and interest for social interactions has increased. He derives pleasure from his peers. Drew continues to demonstrates a high level of distractibility and perseverative behavior which interfere with his play and communication in an integrated setting. Drew gets "stuck" on certain toys and materials (currently the timer and the frog jack-in-the-box)and it is very difficult for him to be re-directed This behavior has increased over the last several months In an attempt to increase attention, reduce anxiety, increase play and social interactions, and increase generalization of academic skills the following strategies have been used:
visual organization system (drawer system), many variations of a visual picture schedule (name card, directional words, and center name disc to transition), re-direction, reinforcement systems, over-correction, physical boundaries to keep desired toys out of sight, TEACCH work system, preferential seating during large group, systematically scheduling time to play with desired toys, head phones and visor/hat to reduce auditory and visual distractions, and behavior momentum phrases as a re-direction These teaching strategies have been used systematically however Drew's verbal perseverations continue to exist. It is felt that his desire for these toys and materials seems out of his control and he appears to exhibit anxious behavior (increase in perseverative phrases, increased fidgeting or activity level, decrease in focus, and an increase in emotional outbursts) when he cannot play with the toys or when he is asked to complete his work first. Drew has been taking Ritalin since 10/04 which initially seemed to help with focus and attention. Recently the previous effect has not been observed in the school environment Currently Drew's emotional state affects his ability

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Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued

to work and interact with his peers. When his anxiety is down we see more focus and purposeful behavior in the classroom.

☐ Not a current area of concern due to existing information (If appropriate, please check)

Social/Emotional Needs:

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

Improve attending skills to increase task completion and independence
Decrease anxiety
Increase complexity of play and appropriate use of materials during play
Increase reciprocal peer interactions and length of social exchanges

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Legal Name of Student: [redacted], Andrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Cognitive

Evaluations Administered/Date and/or Information Reviewed *Include adaptive behavior for student with suspected SLD disability.*	Name of Evaluator	Date
	Cathy Jungen, Ed.S	05/05/05

*Classroom observation, review of records, update of information from teacher, Kaufman Brief Intelligence Test (K*BIT).*

In February of 2004, Drew's cognitive development was evaluated at the request of his mother and pediatrician (please see separate report) At that time, the Differential Ability Scale (DAS) was attempted but only partially successful In the classroom, Drew's behavior and attention was nicely developed for familiar tasks and his behavior during testing was atypical for him, but indicative of being taken out of his routine and presented with novel tasks Drew participated with the verbal items but his attention and behavior prevented completion of the nonverbal items. Verbally on the DAS, Drew's concept knowledge (Naming Vocabulary T = 33) was significantly stronger than his understanding of more abstract verbal information (Verbal Comprehension T=24) and his overall verbal thinking skills were significantly delayed for his age (Verbal SS = 64) Understanding relationships in pictures was challenging for Drew as well (Picture Similarities T=24). Drew's direct matching skills were strong but matching based on similarities or simple categories was a challenge for him. The Developmental Observation Checklist System (DOCS) was completed by Drew's teachers to determine the validity of the DAS Drew's cognitive development, as reported by his teachers responses on the DOCS, continued to show a pattern of significant delay (SS=64) that was consistent with the DAS and approximated the 23 month age level. Although his scores were more indicative of a 2 year old, Drew's teachers felt that with facilitation and a familiar routine, his functioning in the classroom was more like a new 3 year old.

*Currently, Drew is functioning within the Below Average range of intelligence at the 8th percentile (SS=79) on the K*BIT His true score should fall within the range of 69-89 with 95% accuracy. This is somewhat improved from his performance last year on the DAS and the DOCS, which may be attributed to his being on Ritalin. Drew's vocabulary knowledge was Below Average (SS=75), as were his nonverbal reasoning skills (SS=87) Although on Ritalin, Drew was extremely distractible during this assessment, which negatively impacted his performance He appeared stressed to be out of his class and routine, often looking into the class and repeating whatever was being said in class. Even given his distraction, this appears to be a fairly accurate estimate of Drew's current level of thinking based on his classroom performance and teacher report.*

Present Level of Educational and Functional Performance

How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Drew's thinking skills are impacted by his language delays and attention He

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School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued

learns and performs best within a structured and familiar routine given visual cues. Generalizing his skills to different settings continues to be challenging for him.

☐ Not a current area of concern due to existing information (If appropriate, please check)

Cognitive Needs:

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

*Improve attention and verbal thinking.

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Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Current Health Evaluation - Nurse

Evaluations Administered/Date and/or Information Reviewed — Name of Evaluator — Date

include classroom observation other than classroom teacher

Present Level of Educational and Functional Performance

How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

☐ Not a current area of concern due to existing information (If appropriate, please check)

Health Needs:

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

- Results of vision screening. _____
- Results of hearing screening: _____
- Health care plan? no
- How does it relate to the suspected disability? _____

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School of Attendance: Heritage Elementary | Date of Meeting: 10/31/07

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Physical Motor/Other Health Related

Evaluations Administered/Date and/or Information Reviewed *Include classroom observation other than classroom teacher.*	Name of Evaluator	Date
	Denise O Alford MS, OTR	*05/10/07*

Within the past year Drew has made continued to progress with his motor skills He is right hand dominant and holds the pencil with a functional grasp. Pencil pressure is typically appropriate. He is able to write all of the letters without a model, but legibility is diminished form when he copies the letters. Drew's best writing is when he can copy a model that is on his writing surface and the letter size is designated for him with a highlighter or pen Consistency can be variable depending on his focus at the time. Drew continues to struggle with drawing when he doesn't have a model. He benefits from models that break the picture down into smaller parts. When cutting a simple geometric figure of 3 inches or larger, he is able to cut within ° inch of the line when he slows down. Manipulating the paper with his left hand is the most difficult part of the task for him Drew's focus and rate of speed, fast, for all paper pencil tasks and cutting activities negatively impacts his performance. Modulating his speed during tasks is difficult.

Sensory Profile-a questionnaire that determines how a child processes sensory information This was completed by Jennifer [redacted] April 26, 2007

SENSORY PROCESSING	
Auditory Processing	*Probable Difference*
Visual Processing	*Typical Performance*
Vestibular Processing	*Definite Difference*
Touch Processing	*Definite Difference*
Multisensory Processing	*Definite Difference*
Oral Sensory Processing	*Typical Performance*
MODULATION	
Sensory Processing Related to Endurance /Tone	*Probable Difference*
Modulation Related to Body Position and Movement	*Definite Difference*
Modulation of Movement Affecting Activity Level	*Probable Difference*
Modulation of Sensory Input Affecting Emotional Responses	*Definite*
Modulation of Visual Input affecting Emotional Responses and Activity Level	*Probable Difference*
BEHAVIOR AND EMOTIONAL RESPONSES	
Emotional/Social responses	*Definite Difference*
Behavioral Outcomes of Sensory Processing	*Definite Difference*
Items Indicating Thresholds for Responses	*Definite Difference*

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Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued

The Sensory Profile can be broken down by factors that are influenced by sensory integration

Sensory Seeking	*Definite Difference*
Emotionally Reactive	*Definite Difference*
Low Endurance/Tone	*Probable Difference*
Oral Sensory Sensitivity	*Typical Performance*
Inattention/Distractibility	*Definite Difference*
Poor registration	*Definite Difference*
Sensory Sensitivity	*Typical Performance*
Sedentary	*Typical Performance*
Fine Motor/Perceptual	*Probable Difference*

Many sensory strategies have been utilized with Drew throughout the year, which help him to remain on task and to calm down when he seems hyper. During certain activities he sits on a ball for stimulation but for paper pencil tasks he has a weighted lap pad. He also carries the weighted pillow around his neck. Deep pressure is important to him for organizing himself, this is done through a variety of ways the weighted pillow, laying between a mats, joint compressions, and pressure on his shoulders. Music can be alerting and or calming depending on the specific song. Chewing is also calming

Present Level of Educational and Functional Performance

How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Providing structure improves Drew's performance in his motor activities. Attention to task impacts his ability to perform at his highest level. Drew benefits from sensory activities to help him organize himself internally

☐ Not a current area of concern due to existing information (If appropriate, please check)

Physical Motor/Other Health Related Needs

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

Drew needs to improve his motor performance as related to academics

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School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Determination of Eligibility and Disability

(This section completed only for eligibility meetings)

Have sufficient and appropriate evaluations been completed, documented, or considered to determine the presence of an educational disability? ☒ Yes ☐ No

If not, obtain additional information and reconvene the meeting

(This section completed only for eligibility meetings.)

Does the student have a disability as defined in the State Rules for the Administration of the Exceptional Children's Education Act? *(complete and attach appropriate checklist)* ☒ Yes ☐ No

If no, terminate the meeting

(This section completed for all meetings.)
If the student has a disability, the disability is
(If more than one disability is determined, the primary disability should be identified with a 1, the secondary disability with a 2

- ☐ 01 Significant Limited Intellectual Capacity
- ☐ 03 Significant Identifiable Emotional Disability
- ☐ 04 Specific Learning Disability
- ☐ 05 Hearing Disability *(requires communication plan)*
- ☐ 06 Vision Disability *(requires literacy plan)*
- ☐ 08 Speech or Language Impairment
- ☐ 11 Preschool Child with a Disability

Physical Disability

- ☐ 14 Traumatic Brain Injury
- [1] 13 Autism
- ☐ 07 Other Physical Disability
  - ☐ Check if physical disability due to ADD/ADHD

Multiple Disabilities

- ☐ 09 Deaf-Blind
- ☐ 10 Multiple Disabilities with Cognitive Impairment

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School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Academic/Functional Goals and Objectives

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children.

Annual Goal: *1. The student will demonstrate basic language and communication skills in order to access the general education curriculum as measured by the following objectives:*

Standard/ Access Skill: *Communication and Basic Language Skills*

Short-term Objective: *a) Drew will express desires("I want ....") and emotions ("I am mad.") with words when prompted*
Start: 05/10/07
End: 05/09/08

Checkpoint:

Criteria: *>= 5 occurrence in multiple environment(s)*

Narrative:

Baseline: *<= 5 occurrence in multiple environment(s)*

Narrative: *Drew does not verbalize consistently when he wants something or is frustrated or upset.*

Methods(s) of Measurement:

Progress Reporting

Period End: **Level:** **Status:**
Comments:

Period End: *11/12/07* **Level:** *3* **Status:** *Will be continued (C).*
Comments: *Drew has made significant improvement in his spontaneous speech. Great job Drew!*

Short-term Objective: *b) Drew will make eye contact with peers and teachers with minimal prompting.*
Start: 05/10/07
End: 05/09/08

Checkpoint:

Criteria: *>= 5 occurrence in a time period of <= 1 week(s) in multiple environment(s)*

Narrative:

Baseline: *<= 5 occurrence in a time period of >= 1 week(s)*

Narrative: *It is difficult for Drew to make and maintain eye contact with others*

Progress Key:
1. Skill / behavior is rarely or never demonstrated, therefore incomplete positive data is available.
2. Skill / behavior is inconsistent with frequent prompts and is below expectations of plan.
3. Skill / behavior is consistent over time with few prompts and meets expectations of plan.
4. Skill / behavior is generalized and transferred without prompts and is above expectations of plan.

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Legal Name of Student: [redacted], Andrew Robert LASID. 122955 SASID. 122955
School of Attendance. Heritage Elementary Date of Meeting: 10/31/07

Academic/Functional Goals and Objectives (con't)

Methods(s) of Measurement:

Progress Reporting

Period End: Level: Status:
Comments:

Period End: 11/09/07 Level: 3 Status: Will be continued (C)
Comments: Eye contact remains inconsistent but improving.

Short-term Objective: c) Drew will expand his utterances by using longer, more grammatically complex sentences or questions
Start: 05/10/07
End: 05/10/08

Checkpoint:

Criteria: >= 4 words with <= 1 verbal prompts

Narrative: Drew could model after a given sentence or spontaneously produce a sentence with 4 words or more.

Baseline: <= 4 words with >= 1 verbal prompts

Narrative: Drew currently uses sentences that are 2 to 4 words in length.

Methods(s) of Measurement:

Progress Reporting

Period End: Level: Status:
Comments:

Period End: 11/09/07 Level: 3 Status: Will be continued (C).
Comments: Drew's utterances are longer and more complex.

Short-term Objective: d) When in need of working materials (i.e., pencil or paper), Drew will ask his peers or teachers for necessary items
Start: 05/10/07
End: 05/10/08

Checkpoint:

Criteria: >= 3 occurrence in a time period of >= 1 day(s) with <= 1 verbal prompts

Narrative:

Baseline: <= 3 occurrence in a time period of >= 1 day(s) with >= 2 verbal prompts

Narrative:

Methods(s) of Measurement:

Progress Reporting

Period End: Level: Status:
Comments:

Period End: 11/09/07 Level: 3 Status: Will be continued (C).
Comments: Drew needs to be prompted with this goal. We will continue to work towards this goal.

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Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children.

Annual Goal: 2. The student will Demonstrate the ability to read and comprehend a variety of instructional-leveled texts, as measured by the following objectives.

Standard/ Access Skill: Language Arts, 4

Short-term Objective: a) Using Story Grammar Marker Drew will be able to identify the beginning, middle, and end of a story. Start: 05/10/07 End: 05/10/08

Checkpoint: K - 3 (4.1): Uses a variety of strategies (e.g., context clues, picture clues, phonic cues, word substitutions) to recognize and comprehend words in text.

Criteria: >= 4 successes, over the course of 1 week(s)

Narrative:

Baseline: "0) Does not participate"

Narrative:

Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting

Period End:		Level:	Status:
Comments:			
Period End:	11/09/07	Level: 2	Status: Will be continued (C)
Comments:			

Short-term Objective: b) After reading a simple sentence Drew will answer simple WH questions using pictures/ words cards for prompts. Start: 05/10/07 End: 05/10/08

Checkpoint: K - 3 (4.1): Uses a variety of strategies (e.g., context clues, picture clues, phonic cues, word substitutions) to recognize and comprehend words in text.

Criteria: >= 4 successes, over the course of 1 week(s)

Narrative:

Baseline: "1) Participates with maximal physical assistance"

Narrative:

Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting

Period End:		Level:	Status:
Comments:			
Period End:	11/09/07	Level: 3	Status: Will be continued (C).
Comments:			

Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Academic/Functional Goals and Objectives (con't)

Short-term Objective: c) After reading a short story, Drew will answer a simple question about the story by writing a simple sentence. Start: 05/10/07 End: 05/10/08

Checkpoint: K - 3 (4.1): Uses a variety of strategies (e.g., context clues, picture clues, phonic cues, word substitutions) to recognize and comprehend words in text

Criteria: >= 2 successes, over the course of 1 week(s)

Narrative:

Baseline: "0) Does not participate"

Narrative:

Methods(s) of Measurement: Demonstration/Performance

Progress Reporting

Period End: Level: Status:
Comments:

Period End: 11/09/07 Level: 3 Status: Will be continued (C).
Comments:

Short-term Objective: d) Given pictures/word card for prompts Drew will predict what happens next in a story. Start: 05/10/07 End: 05/10/08

Checkpoint: K - 3 (4.1): Uses a variety of strategies (e.g., context clues, picture clues, phonic cues, word substitutions) to recognize and comprehend words in text

Criteria: >= 3 successes, over the course of 1 week(s)

Narrative:

Baseline: "0) Does not participate"

Narrative:

Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting

Period End: Level: Status:
Comments:

Period End: 11/09/07 Level: 3 Status: Will be continued (C).
Comments:

Short-term Objective: e) Drew will use strategies such as tapping out sounds of words to help him decode unfamiliar words Start: 05/10/07 End: 05/10/08

Checkpoint: K - 3 (4.1): Uses a variety of strategies (e.g., context clues, picture clues, phonic cues, word substitutions) to recognize and comprehend words in text

Criteria: >= 3 successes, over the course of 1 week(s)

Narrative:

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Academic/Functional Goals and Objectives (con't)

Baseline: "0) Does not participate"

Narrative:

Methods(s) of Measurement: Oral performance, Demonstration/Performance

Progress Reporting

Period End: Level: Status:
Comments:

Period End: 11/09/07 Level: 3 Status: Will be continued (C).
Comments:

Short-term Objective: f) After listening to a simple sentence Drew will answer simple qestions about the sentence using visual prompts
Start: 05/10/07
End: 05/10/08

Checkpoint: K - 3 (4 1)" Uses a variety of strategies (e.g., context clues, picture clues, phonic cues, word substitutions) to recognize and comprehend words in text.

Criteria: "3) Performs activity with verbal/gestural cues"

Narrative:

Baseline: "0) Does not participate"

Narrative:

Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting

Period End: Level: Status:
Comments:

Period End: 11/09/07 Level: 3 Status: Will be continued (C).
Comments:

Legal Name of Student: [redacted], Andrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children

Annual Goal: *3. The student will improve writing skills as measured by the following objectives*
Standard/ Access Skill: *Language Arts, 3*

Short-term Objective: *a) Given a detailed picture Drew will write one complete sentence describing the picture independently.* Start: *05/10/07* End: *05/10/08*
Checkpoint: *K - 3 (3 1): (Organization/Content) Organizes single-paragraph writing in a manner that develops and supports main ideas with relevent details.*
Criteria: *"3) Performs activity with verbal/gestural cues"*
Narrative:
Baseline: *"0) Does not participate"*
Narrative:
Methods(s) of Measurement: *Demonstration/Performance.*

Progress Reporting

Period End: Level: Status:
Comments:
Period End: *11/09/07* Level: *3* Status: *Will be continued (C)*
Comments: *Drew has made a lot of progress with this goal.*

Short-term Objective: *b) Drew will use correct punctuation and spacing in his writing.* Start: *05/10/07* End: *05/10/08*
Checkpoint: *K - 3 (3 1): (Organization/Content) Organizes single-paragraph writing in a manner that develops and supports main ideas with relevent details.*
Criteria: *"4) Performs activity without supports."*
Narrative:
Baseline: *"3) Performs activity with verbal/gestural cues"*
Narrative: *With verbal prompts Drew can use correct punctuation and spacing*
Methods(s) of Measurement: *Demonstration/Performance.*

Progress Reporting

Period End: Level: Status:
Comments:
Period End: *11/09/07* Level: *3* Status: *Will be continued (C).*
Comments:

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Academic/Functional Goals and Objectives (con't)

Short-term Objective: c) Drew will sqeuence a three step picture and verbally say three complete sentences descring beginning, middle, and end. Start: 05/10/07 End: 05/10/08

Checkpoint: K - 3 (3.1): (Organization/Content) Organizes single-paragraph writing in a manner that develops and supports main ideas with relevant details

Criteria: "3) Performs activity with verbal/gestural cues"

Narrative: Use a model to help Drew say sentences. Verbally say a complete sentence and have Drew repeat back your sentence.

Baseline: "0) Does not perficipate"

Narrative:

Methods(s) of Measurement: Oral performance, Demonstration/Performance.

Progress Reporting

Period End: Level: Status:
Comments:

Period End: 11/09/07 Level: 3 Status: Will be continued (C).
Comments:

Legal Name of Student [redacted] Andrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children.

Annual Goal: *4. The student will communicate an understanding of number sense as measured by the following objectives:*

Standard/ Access Skill: *Mathematics, 1*

Short-term Objective: *a) Given subtraction problems using numbers 1-12 Drew will use manipulatives to accurately solve the problem.* Start: 05/10/07 End: 05/10/08

Checkpoint: *K - 3 (1.3). Understands basic mathematical properties (e g., 2 + 3 = 3 + 2, n + 0 = n, 3 x 0 = 0, 3 x 1 = 3) and how they apply to whole numbers.*

Criteria: *>= 4 successes, over the course of 1 week(s)*

Narrative:

Baseline: *"1) Participates with maximal physical assistance"*

Narrative:

Methods(s) of Measurement: *Demonstration/Performance.*

Progress Reporting

Period End: Level: Status:
Comments:

Period End: *11/09/07* Level: *3* Status: *Will be continued (C)*
Comments:

Short-term Objective: *b) Given additon problems Drew will deomonstrate adding whole numbers with regrouping with sums to 20* Start: 05/10/07 End: 05/10/08

Checkpoint: *K - 3 (1.2): Understands the characteristics (e g , even/odd numbers) of and relationships (e g., ordering, comparing, determining equivalency) between and among whole numbers*

Criteria: *>= 3 successes, over the course of 1 week(s)*

Narrative:

Baseline: *"0) Does not participate"*

Narrative:

Methods(s) of Measurement: *Demonstration/Performance*

Progress Reporting

Period End: Level: Status:
Comments:

Period End: *11/09/07* Level: *3* Status: *Will be continued (C)*
Comments:

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Academic/Functional Goals and Objectives (con't)

Short-term Objective: c) Drew will identify and state the value of coins
Start: 05/10/07 End: 05/10/08

Checkpoint: K - 3 (1.2). Understands the characteristics (e.g., even/odd numbers) of and relationships (e.g., ordering, comparing, determining equivalency) between and among whole numbers
Criteria: >= 4 successes, over the course of 1 week(s)

Narrative:

Baseline: "3) Performs activity with verbal/gestural cues"

Narrative:

Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting

Period End: **Level:** **Status:**
Comments:

Period End: 11/09/07 **Level:** 3 **Status:** Will be continued (C).
Comments:

Short-term Objective: d) Given coins Drew will accurately count to one dollar.
Start: 05/10/07 End: 05/10/08

Checkpoint: K - 3 (1.1). Understands place value as it relates to whole numbers, 0 □ 9,999
Criteria: >= 3 successes, over the course of 1 week(s)

Narrative:

Baseline: "0) Does not participate"

Narrative:

Methods(s) of Measurement: Demonstration/Performance

Progress Reporting

Period End: **Level:** **Status:**
Comments:

Period End: 11/09/07 **Level:** 3 **Status:** Will be continued (C).
Comments:

Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children

Annual Goal: 5. The student will improve his motor skills as related to academics as measured by the following objectives:
Standard/ Access Skill: Physical

Short-term Objective: a) Given the opportunity, Drew will cut out a square or circle of 1 inch or smaller accurately, with errors of no more than 1/4 inch
Start: 05/17/06 End: 05/17/07

Checkpoint:
Criteria: >= 95 percent in 4 out of 5 consecutive trials, over the course of 0 day(s)
Narrative:
Baseline: <= 80 percent
Narrative: Able to cut out objects of 3 inches or larger with 1/4 inch accuracy
Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting

Period End:	Level:	Status:
Comments:		
Period End: 11/09/07	Level: 3	Status:
Comments:		

Short-term Objective: b) Given a classroom assignment, Drew will write short answers with correct letter size when using 3 lined paper
Start: 05/10/07 End: 05/10/08

Checkpoint:
Criteria: >= 80 percent in 4 out of 5 consecutive trials
Narrative:
Baseline: <= 40 percent
Narrative:
Methods(s) of Measurement: Written performance.

Progress Reporting

Period End:	Level:	Status:
Comments:		
Period End: 11/09/07	Level: 3	Status:
Comments: Needs lots of verbal or physical prompting		

Short-term Objective: c) Given a classroom assignment of 1 sentences, Drew will write with correct bottom line orientation for letters
Start: 05/10/07 End: 05/10/08

Legal Name of Student: [redacted], Andrew Robert LASID 122955 SASID. 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Academic/Functional Goals and Objectives (con't)

Checkpoint:
Criteria: >= 80 percent in 4 out of 5 consecutive trials

Narrative:

Baseline: <= 40 percent

Narrative:

Methods(s) of Measurement: Written performance

Progress Reporting

Period End:	Level:	Status:
Comments:		
Period End: 11/09/07	Level: 3	Status:
Comments:		

Short-term Objective: d) Given the opportunity to color a picture, Drew will use at least 5 colors and be within 1/8 inch of the line
Start: 05/10/07
End: 05/10/08

Checkpoint:
Criteria: >= 90 percent in 4 out of 5 consecutive trials

Narrative:

Baseline: <= 50 percent

Narrative:

Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting

Period End:	Level:	Status:
Comments:		
Period End: 11/09/07	Level: 3	Status: Will be continued (C).
Comments: Prior to starting a project if told how many colors to use, he will pick them out and use them all.		

Legal Name of Student [redacted] Andrew Robert LASID. 122955 SASID. 122955
School of Attendance. Heritage Elementary Date of Meeting: 10/31/07

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children.

Annual Goal: *6. The student will improve social skills as measured by the following objectives:*
Standard/ Access Skill: *Self-Advocacy / Self-Determination*

Short-term Objective: *a) Drew will learn his classmates' names* Start: 05/10/07 End: 05/10/08
Checkpoint:
Criteria: *>= 80 percent in multiple environment(s)*
Narrative:
Baseline: *"0) Does not participate"*
Narrative:
Methods(s) of Measurement: *data collection.*

Progress Reporting

Period End: Comments:	Level:	Status:
Period End: 11/09/07 Comments:	Level: 3	Status: Will be continued (C).

Short-term Objective: *b) Drew will respond to a greeting by saying hi or hello and then the person□s name independently* Start: 05/10/07 End: 05/10/08
Checkpoint:
Criteria: *>= 90 percent in multiple environment(s)*
Narrative:
Baseline: *"3) Performs activity with verbal/gestural cues"*
Narrative:
Methods(s) of Measurement: *data collection*

Progress Reporting

Period End: Comments:	Level:	Status:
Period End: 11/09/07 Comments: *Doing much better at this goal*	Level: 3	Status: Will be continued (C).

Short-term Objective: *c) Drew will respond to a question with an answer and will ask a reciprocal question* Start: 05/10/08 End: 05/10/08

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Legal Name of Student: [redacted] Andrew Robert LASID 122955 SASID 122955
School of Attendance: Heritage Elementary Date of Meeting. 10/31/07

Academic/Functional Goals and Objectives (con't)

Checkpoint:
Criteria: >= 80 percent with <= 1 verbal prompts in multiple environment(s)

Narrative: Drew will answer a question such as how are you? I'm ok then he will ask how are you in return.

Baseline: "0) Does not participate"

Narrative:

Methods(s) of Measurement: data collection

Progress Reporting

Period End: Level: Status:
Comments:
Period End: 11/09/07 Level: 3 Status: Will be continued (C).
Comments:

Short-term Objective: d) Drew will interact with peers on the playground by asking a friend to play
Start: 05/10/08
End: 05/10/08

Checkpoint:
Criteria: >= 3 successes, over the course of 1 week(s) with <= 1 verbal prompts

Narrative:

Baseline: "0) Does not participate"

Narrative:

Methods(s) of Measurement:

Progress Reporting

Period End: Level: Status:
Comments:
Period End: 11/09/07 Level: 3 Status: Will be continued (C).
Comments:

Short-term Objective: e) Drew will answer recall questions.
Start: 05/10/07
End: 05/10/08

Checkpoint:
Criteria: "3) Performs activity with verbal/gestural cues"

Narrative: Drew will answer questions such as What did you have for breakfast? Who read the story this morning? Where did you go after lunch?

Baseline: "0) Does not participate"

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Legal Name of Student. [redacted] Andrew Robert LASID. 122955 SASID. 122955
School of Attendance: Heritage Elementary Date of Meeting. 10/31/07

Academic/Functional Goals and Objectives (con't)

Narrative:

Methods(s) of Measurement: Oral performance, Demonstration/Performance

Progress Reporting

Period End: Level: Status:
Comments:

Period End: 11/09/07 Level: 3 Status: Will be continued (C)
Comments:

Douglas County School District Re.1 - Instructional Support Services
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student [redacted], Andrew Robert LASID: 122955 SASID 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Special Education, Related Services & Supplementary Aids/Services

Accommodations / Modifications:

Describe the unique accommodations/modifications necessary for the student to participate in the general education curriculum, as well as, nonacademic and extra curricular activities considering the identified needs of the student.

Visual schedule as needed, visual work system, preferential seating, movement and sensory breaks as needed, Sensory strategies including deep pressure, weighted lap pillow, heavy work, facilitate social exchanges with peers, sytematic instructional techniques. Use sensory strategies to optimize attention and arousal. Shortened assignments with visual support. Provide a specific time-out spot for Drew to calm when responding to anxiety provoking event

Service Delivery:

Specific services needed to address goals and objectives:
special education teacher, speech/language therapy, occupational therapy, Mental Health and paraprofessional support.

Special Education Services:

	Service Coordinator	#2	#3	#4	#5
Type of service provider (assignment)	SSW/Cam	OT staff	MH	SL	
Projected beginning date of service	05/10/07	05/10/07	05/10/07	05/10/07	
Projected ending date of service	05/10/08	05/10/08	05/10/08	05/10/08	
	Hours of Special Education Services per Week by Service Provider				
Indirect (consultation)	1	0.25	0.25	0.5	
Integrated services in general classroom	25				
Direct outside general classroom	7.5	0.5	0.5	1	
Total hours by provider	33.5	0.75	0.75	1.5	

Note: Level Matriculation info provided on Comments page.

Other IEP Services:
(such as supplementary aids and services)

	Description	Hrs per week
Parent Follow-up Activities		
Preschool Integrated Education Program		

Does the student require:

Special transportation?	☒ Yes	☐ No
A literacy/modality plan? (For Vision Disability)	☐ Yes	☒ No
A communication plan? (For Hearing Disability)	☐ Yes	☒ No
A behavior plan?	☒ Yes	☐ No
A health care plan?	☐ Yes	☒ No
Assistive technology? (If yes, describe).	☐ Yes	☒ No

Extended School Year? ☒ Yes ☐ No ☐ To be determined by: _____
(Rationale for decision)
Autism Spectrum Disorder--predicted regression after long breaks. Parents declined to ESY.

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Douglas County School District Re.1 - Instructional Support Services
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Andrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Comments

1 05/31/05 Steffen, Julie - Level Matriculation Summary
Meeting Date: 05/20/05
Specific Services: SSN team, speech-language therapy, OT

	Service Coordinator	#2	#3	#4	#5
Type of service provider (assignment)	ssn/slp/pa	OT/para			
Projected beginning date of service	08/15/05	08/15/05			
Projected ending date of service	05/20/06	05/20/06			

	Hours of Special Education Services per Week by Service Provider				
Indirect (consultation)		0.25			
Integrated services in general classroom	9.25	0.50			
Direct outside general classroom	2.0				
Total hours by provider	11.25	0.75	0	0	0

Accommodations: visual schedule as needed, visual work system, preferential seating, sensory strategies, mini-schedule for playground, provide wait time for responding, peer training, slantboard for writing, reminders to use the potty, wheat free nut free diet, social stories to teach new routines, modify curriculum
Setting Code 41 Home School/General Classroom with Support/<21%
Participants in Meeting: Jennifer [redacted], Annette Nunez, Julie Steffen, Christine Sibona, Christy Lilley, Nancy Burdic, Kim Cline, Mrs. MacIntosh, Denise Alford, Melissa Bishop

2. 10/31/07 Grams, Ashley - 10/31/07 Upon reviewing Drew's IEP the team found it necessary to change Drew's service hours. The team feels he will benefit from intense individual instruction in the SSN room.

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Douglas County School District Re 1 - Instructional Support Services
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Andrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Special Education, Related Services & Supplementary Aides/Services

Recommended Placement in Least Restrictive Environment (LRE):

How much time is student only with students with disabilities? <21%

Setting Code: 302 Inside the Regular Class 40% to 79% of the Time

Why? structured drill and practice needed to apply in the general classroom

Involvement of Student in State and District Assessments:

(a) What state and district assessments of student achievement will the student be taking?

☐ CSAP ☐ CSAP-A ☐ Other _____

(b) What accommodations, if any, will be provided to the student related to the administration of the assessments of student achievement?

small group/ one on one instructionsimplify verbal direction as allowed per test designwritten directions/picture cues as allowed

(c) If the student will not participate in said assessments, why not?

(d) How will the student be assessed?

Douglas County School District Re.1 - Instructional Support Services
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

Legal Name of Child/Student: [redacted] *Andrew Robert* Date of Meeting 10/31/07
Birthdate [redacted] C.A. [redacted] LASID. 122955 SASID 122955

Determination of Disability

DEFINITION: A child with a physical disability shall have a sustained *illness or disabling physical condition* which prevents the child from receiving reasonable educational benefit from general education

A sustained illness means a prolonged, abnormal condition requiring continued monitoring characterized by limited strength, vitality, or alertness due to chronic or acute health problems and a disabling condition means a severe physical impairment. Conditions such as, but not limited to, traumatic brain injury, autism, attention deficit disorder and cerebral palsy may qualify as a physical disability, if they prevent a child from receiving reasonable educational benefit from general education

Criteria for a physical disability preventing the child from receiving reasonable educational benefit from general education should be dependent upon the child's diagnosis and degree of involvement in the regular school setting as characterized by any of the following:

The child's chronic health problem or sustained illness requires *(check those that apply)*

- ☐ continual monitoring,
- ☐ intervention, and/or
- ☐ specialized programming

in order to accommodate the effects of the illness so as to reasonably benefit from the educational program.

The child's physical disability interferes with *(check those that apply)*

- ☐ ambulation,
- ☒ attention,
- ☐ hand movements,
- ☒ coordination,
- ☒ communication,
- ☒ *self-help skills, and*
- ☒ other activities of daily living

to such a degree that it requires: *(check those that apply)*

- ☒ special services,
- ☐ *equipment, and/or*
- ☐ transportation.

REQUIRED FOR DETERMINATION OF A PHYSICAL DISABILITY.

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Form F.8

Douglas County School District Re 1 - Instructional Support Services
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

Legal Name of Child/Student: [redacted] *Endrew Robert* Date of Meeting: *10/31/07*
Birthdate: [redacted] C.A.: [redacted] LASID: *122955* SASID: *122955*

INDIVIDUAL LITERACY PLAN / COLORADO BASIC LITERACY ACT SUGGESTED PARENT/FAMILY INTERVENTIONS

The following suggested checklist of parent/family literacy interventions are not required by Special Education law, but are based upon Colorado Basic Literacy Act (CBLA) requirements.

Elementary School Level

Primary Level: Parent provides support outside the school day.

- ☐ Read to the child each day.
- ■ Read with the child each day
- ■ Talk with the child about what they are reading and/or watching
- ■ Encourage child to use reading for a variety of reasons (recipes, lists, etc.).
- ■ Write for a variety of reasons (cards, letters, journals, etc.)
- ☐ Practice alphabet letter identification and letter sounds with the child
- ■ Practice reading high frequency word cards with the child
- ☐ Monitor the child's homework.
- ☐ Other.
  frequent repetition with favorite texts

Intermediate Level: Parent provides support outside the school day.

- ☐ Read to the child each day
- ☐ Read with the child each day.
- ☐ Talk with the child about what they are reading and/or watching
- ☐ Encourage child to use reading for a variety of reasons: recipes, newspapers, magazines, lists, letters, etc.).
- ☐ Monitor the child's homework
- ☐ Attend parent/teacher conferences.
- ☐ Provide additional support in the following ways

Douglas County School District Re.1 - Instructional Support Services
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

SPECIAL EDUCATION TRANSPORTATION FORM

10/31/07		122955	122955
Meeting Date	Expected Starting Date	LASID	SASID

The following information must be provided with IEPs of students requiring special transportation as a related service.

Name of Student: [redacted] Endrew Robert DOB: [redacted] Grade 1 Track: A

INFORMATION SOURCE

Case Mgr
School Year: 2005-2006 Program: SSN Home School: SVE
Home/Address: [redacted]
School of Attendance: HE Parent/Guardian Name: [redacted] Joe and Jennifer
Telephone: Home: [redacted] Mother(w) Father(w):

Case Mgr./ Transport./ Parent
A.M. Pickup Location: Phone:
P.M. Dropoff Location: Phone:

Case Mgr / Parent
EMERGENCY CONTACT: Name: [redacted]
Phone [redacted]

Case Mgr./ Parent/ Nurse
EMERGENCY MEDICAL INFORMATION:
Student's Doctor M Capian Phone 303 770-0726
Hospital Preference: Littleton Address:
Allergies: Nuts
Current Medication: Focalin XR, lexapro Dosage: 15mg, 10mg,
Special Instructions for Attending Physician: Autism

Case Mgr./ Parent/ Nurse
IMPORTANT MEDICAL INFORMATION FOR SAFE TRANSPORTATION OF STUDENT
(include any special training needed by bus personnel, para support, etc.):

Photo Here (provided by transportation department)

Case Mgr.
SPECIAL INSTRUCTIONS FOR DEALING WITH STUDENT
(language, medical information, behavior, etc.)

SPECIAL BUS NEEDS (check all that apply): ☐ Wheelchair ☐ Restraint
☐ Walker ☐ Carseat ☐ ParaPro Other:

Case Mgr.
OTHER TRANSPORTATION ARRANGEMENTS (describe)

Case Manager (print): Ashley Grams Phone: 303-387-6751

Case Manager Signature

1 COPY WITH THE IEP, 1 COPY TO TRANSPORTATION

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DRAFT

Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Implementation Date: Draft

Behavior Intervention Plan

Contributors to Plan:
Ashley Grams SSN teacher
Hugh Redford School Psychologist

Background Information:
Dx with Autism
Takes ADHD meds. Takes Focalin XR, Zyrtec and Singulair.
Rarely interacts with peers or adults unless prompted
Obsesses over objects (timers) and routines (touching and saying same thing when passing a pod)
Often has wets his pants when frustrated.

Concerning Behaviors:
When Drew is fixated on an object such as a timer and staff attempts to re-direct him back on task, he will often respond by screaming, crying, running away to find another timer and throwing himself on the floor and will ultimately wet himself.

Frequency:
On average once a month but since 4/23/07 the tantrums are occuring almost daily.

Duration:
10-20 minutes

Function/Motivation for Behavior:
Reduction of anxiety and/or the possibility of power and control.

Behavior Goal 1:
Reduce incidents of tantrums/wetting pants

Definition of Success:
tantrums less than 2 times a week

Measures of Progress:
Teacher/staff report

Environmental / Preventative Strategies:
What:
Currently, Drew fixates on timers especially at the end of the day. Although recently, as of 5-22-07, Drew's obsession over the timers has occurred as early as 10:00 A.M. The ISS team has decided to incorporate earning "timer time" into his daily picture schedule.

Staff Responsible
All

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Legal Name of Student: [redacted], Endrew Robert LASID. 122955 SASID. 122955
School of Attendance: Heritage Elementary Implementation Date: Draft

Behavior Intervention Plan

Direct Teaching of Needed Skills:

What	Staff Responsible:
Increase frustration tolerance and anxiety reduction techniques.	MH, SSN teacher and paras, classroom teacher administration.

Teachable Moments / Responses to Behaviors:

When Student Does This	Staff Will Do This:
When Drew is not following directions or refusing work..	1) remind Drew that his computer time must be earned and say "Do you want computer?" 2) Use picture card boards to redirect back on to task. 3)attempt to use over correction, such as copying a particular sentence numerous times.
When Drew runs away. .	1) Staff will transport him back to the SSN room and use one of the following techniques: a)use deep pressure sensory (bean bags, swing) b)play slow down song while turning off lights. c)use the CPI restraint when he is in danger of hurting himself or others

Other Information / Actions To Be Taken:

When Drew obsesses over something, and he runs out of the classroom, physically restraining him seems to escalate the problem and should only be used if he is in danger of hurting himself or others.

Implementation Date: Draft Follow-up Meeting: Sep 14, 2007

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 10/31/07

Comments

1. 05/31/05 Steffen, Julie - Level Matriculation Summary
Meeting Date. 05/20/05
Specific Services SSN team, speech-language therapy, OT

	Service Coordinator	#2	#3	#4	#5
Type of service provider (assignment)	ssn/slp/ot	OT/pam			
Projected beginning date of service	08/15/05	08/15/05			
Projected ending date of service	05/20/06	05/20/06			

	Hours of Special Education Services per Week by Service Provider				
Indirect (consultation)		0.25			
Integrated services in general classroom	9.25	0.50			
Direct outside general classroom	2.0				
Total hours by provider	11.25	0.75	0	0	0

Accommodations visual schedule as needed, visual work system, preferential seating, sensory strategies, mini-schedule for playground, provide wait time for responding, peer training, slantboard for writing, reminders to use the potty, wheat free nut free diet, social stories to teach new routines, modify curriculum
Setting Code: 41 Home School/General Classroom with Support/<21%
Participants in Meeting: Jennifer [redacted] Annette Nunez, Julie Steffen, Christine Sibona, Christy Ullery, Nancy Burdic, Kim Cline, Mrs. MacIntosh, Denise Alford, Melissa Bishop

2. 10/31/07 Grams, Ashley - 10/31/07 Upon reviewing Drew's IEP the team found it necessary to change Drew's service hours. The team feels he will benefit from intense individual instruction in the SSN room.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Date of Meeting: 04/30/08

Individualized Education Program (IEP) for: [redacted] Endrew Robert

Student Information

DOB [redacted]	LASID: 122955	SASID: 122955	Medicaid #:
Home School: Summit View Elementary		School of Attendance: Heritage Elementary	
Grade: 2 Track: Mod		Ethnicity: White (not Hispanic)	
Age [redacted] Gender: M		English Language learner?	Yes ☐ No ☒

Parent Information

Parent/Guardian	Parent/Guardian
Last Name: [redacted]	Last Name: [redacted]
First name: Joe	First Name: Jennifer
Address: [redacted]	Address: [redacted]
City: [redacted]	City: [redacted]
State: CO Zip: [redacted]	State: CO Zip: [redacted]
Home Phone: [redacted]	Home Phone: [redacted]
Work Phone:	Work Phone:
Relationship to Student: Parent(s)	Relationship to Student: Mother
Primary Language: English	Primary Language: English

Special Education Information

Date of Initial Eligibility Meeting: 06/25/02 (month/day/year)

Date of Last IEP Review: 05/10/07 (month/day/year)

Date of Next Eligibility Meeting: 04/29/11 (month/day/year)

Date of Next Annual Review: 04/30/09 (month/day/year)

Reason for Meeting: Initial _____ Annual _____ *Reevaluation (Triennial) _____ Other X

* Required for change in disability, significant change in placement, or exit from special education program

Primary Disability: Physical Disability / Autism

Setting Code: 302 (L.M.41)

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EXHIBIT 2

Douglas County School District Re.1 - Instructional Support Services
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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Participants in Meeting

Initials indicate participation only.

The following participants must be in attendance:
(please print name and initial if you are in attendance at the meeting.)

Jennifer [redacted] JP Student's Parent/Surrogate Parent (unless parent decided not to attend)	Student's Parent (unless parent decided not to attend)
Ashley Grams AG Special Education Director/Designee	Robin Kessel RK Special Ed Teacher / S/L Pathologist
Pam Deyoung PD General Education Teacher (if the student is or may be participating in the general education environment)	Student (when appropriate)
Ron Schumacher RS Building Principal / Designee (for eligibility only)	Interpreter (when appropriate)

Others with knowledge and expertise regarding this student:

Ranae Pappas RP Speech / Language Pathologist	School Nurse
Denise Alford DA Occupational Therapist	Physical Therapist
Hugh Redford HR School Psychologist	Caroline A Waddell CW School Social Worker
Audiologist	School Counselor
	Nicki Reese NR Other (specify area represented)
Amy Holton Non-Attendee	Non-Attendee
Non-Attendee	Non-Attendee

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Douglas County School District Re.1 - Instructional Support Services
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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting 04/30/08

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Educational

Evaluations Administered/Date and/or Information Reviewed Include classroom observation other than classroom teacher.	Name of Evaluator	Date
	Amy Holton	04/15/08

Drew was administered the Brigance Inventory of Basic Skills he was given this test over a 3 day period. The results are to be considered an accurate overview of Drews strengths and areas for growth. The following are the results:

Readiness: Drew tested strong in this area. He does need to improve in his communicating of personal data such as his address, city and state, and birthday with year. Drew demonstrated a level of understanding of most directional and positional concepts needing some work with forwards/backwards, outside, center/corner, in front, etc.

Listening: Drew is able to identify all his letter sounds, understand directions up to 2 steps, and his sentence memory is up to 8 words. He did struggle with some of the comprehension sections of this test due to his language issues.

Word Analysis: Drews results show that he needs continued reinforcement in distinguishing long and short vowel sounds, he also needs continue instruction in suffixes and prefixes and words with phonetic irregularities (EX: silent L, -tion, g (j), wr (/r/)) Drew was able to read most initial blends and words with common endings.

Math: Drew was able to recognize and read numbers to 9,999. He has no trouble with addition and subtraction facts. Areas for growth include, using ordinal numbers, and using money and time in functional situations.

Drew was also administered the Woodcock-Johnson test of achievement. The following are the results from his test with a normal range being 90-110.

Broad Reading: 68
- Letter-Word Identification- 94
- Reading Fluency-64

Passage comprehension-48

Broad Math: 88
- Calculation-96
- Math Fluency-119
- Applied Problems-77

Broad Written Language: 82
- Spelling-91
- Writing Fluency-77
- Writing Samples-87

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Legal Name of Student [redacted], Endmw Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued .

Reading for Drew was lower than the other sub tests. This is due in part because of Drews needs to use visuals to help with his comprehension and because Drew relies heavily on teacher support to gain comprehension and organize information.

Math is calculations and fluency is strength for Drew. He does struggle with apply math concepts as they related to everyday problem solving due in part because of the language.

Drews writing scores could have been higher if he had applied the proper conventions to his writing. He often did not apply capitalization or punctuation rules. When writing he would look at the examiner for the verbal cue to place a punctuation mark, but would not without the examiners consent.

DRA level is 24 for instruction and a 20 for independent reading with modifications made for comprehension on all levels.

Present Level of Educational and Functional Performance

How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Presently Drew is in Mrs. DeYoungs general education classroom for the majority of the day. He receives services in the SSN room for reading and writing and for his sensory needs. In Mrs. DeYoungs class, Drew does have significant support from the SSN staff.

Drew is presently performing consistently at a beginning to middle 2nd grade level with some independence. With support and modifications, he can do most grade level work. He is very capable but will make choices to challenge especially with new teachers or paras. Drew is highly distractible and works best when in a quiet one-on-one structured environment.

Reading: Drew continues to need support in reading. He is can read at grade level depending on the text and genre. Drew benefits from pre-reading activities such as picture walks, identifying vocabulary, etc. Currently Drew uses a variety of visual cues to help in comprehension.

Writing: Due to Drews language difficulties, writing is an area where Drew needs continued support. He benefits from visual aides as well as breaking down and modifying his planning of writing.

Math: Drew is above grade level in computation skills. Math is often used as a calming choice when he is upset. Applying math concepts to word problems or life skills is an area for growth with Drew.

☐ Not a current area of concern due to existing information (If appropriate, please check)

Educational Needs

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

Drew needs a time to process information from the general curriculum in a variety of ways and multiple times. He needs to be given visual cues in an organized form. Drew benefits from sensory breaks

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued...

especially when tasks are difficult/frustrating or the environment is over stimulating. Drew makes the most progress when he is given clear expectations, with clear rewards and the end of meeting his expectations.

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Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued...
conversation with him but his attention varies.

Speech: Drew is usually understood by others when he communicates. He exhibits three developmental speech errors: w/l (wamp for lamp), w/r (cwayons for crayons) and f/th (toof for tooth). These errors are not uncommon in young children and they do not significantly affect his intelligibility. However, he is reaching an age that these sounds could be addressed in speech and language therapy. His loudness level varies and he has to be prompted to use a louder voice to be understood. Drew's pitch will vary with increased anxiety and is judged high at times. His typical pitch is appropriate when compared to children his age.

Communication Rating V = 0 F = 0 A = 2 L = 3 Total CRS = 4 OR FC = 3

Comment. Drew has a mild articulation delay and a moderate functional communicative disability.

Present Level of Educational and Functional Performance
How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Nancy Burdic 5/05: Drew has demonstrated strong growth in specific receptive and expressive language skills. What continues to be challenging for him is the generalization of these skills to enhance communication while in school. He is showing greater interest in connecting with his friends and teachers, but the types of interactions remain limited. In the classroom environment, he is most successful at requesting and making comments about what is of interest to him. This can often result in verbal perseverations, which have great meaning to Drew, but are often not contextually relevant. Drew appears anxious during these times, demonstrating heightened movement, rigid responses to attempts at re-direction, emotional outbursts, and increased tension. This strong focus on specific items/events appears to prevent him from processing what is going on in the classroom, interacting meaningfully with his peers without facilitation, and actually exchanging information with communication partners.

Ranae Pappas 4/08:
Drew attends speech and language therapy in a small group setting 2 times a week for 30 minutes each. He will engage in reading outloud and answering simple "wh" questions, such as Who, What and Why. He will also complete written assignments with assistance that develop his comprehension of the text. Data collected from August through October of this school year showed that Drew had 60% accuracy in understanding the text he read. The data collected between November and April for this school year revealed that he had 80% accuracy in comprehension.

A language sample taken in April, 2007, revealed that Drew used short utterances consisting of 2 to 4 words per utterance. For example: " The bird. Don't bird. Didn't listen. He did bird out. The bird flew away." Drew has made significant growth in his spontaneous language. He currently uses 4 to 5 words per utterance. His utterances are more spontaneous than echolalic, and more appropriate to the topic at hand. His grammatical complexity has also improved as well as the clarity of his messages. Examples are as follows:
It's a picture.
He's pouring mlk.
He's waking up Mom up.
They are red and yellow and blue flowers.
This is great.
Sorry.

Drew continues to exhibit articulation errors in his speech. These errors are not judged significant in

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Legal Name of Student: [redacted] Endrew Robert LASID. 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting. 04/30/08

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued...

terms of intelligibility, but he is at an age that correction can still occur. Improvement with eye contact has been limited. Because his language development has been significant, he should be encouraged to develop pragmatic/social language skills that include making and maintaining eye contact with peers and adults.

☐ Not a current area of concern due to existing information (If appropriate, please check)

Communicative Needs

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

To improve his pragmatic/social language skills, specifically eye contact and informing others about himself.
To improve his articulation skills.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Pertinent Family Information

Evaluations Administered/Date and/or Information Reviewed Include adaptive behavior for student with suspected SLIC disability.	Name of Evaluator	Date
	Caroline Waddell L C S.W	04/30/08

No updated Information in the areas of family, health (see nurse's report) or Instructional Support Services. Jennifer's main request is more support in the areas of mental health. Because Drew is a sensory child, she suggests a recess group where upon he could sign up with one buddy per week to play with. This would need to be monitored by an adult. He enjoys physical sensory type things such as hide and seek or playing the game tag. All of his interactions would not need to be question driven with his peers. The focal point would be the involvements/ interactions at recess.

Also, if the schedule permits, Drew could follow recess with the same buddy or buddies to have lunch. Again this would need to be guided by an adult to foster conversation (most likely about the events of recess). Repetition will be key for Drew to establish a social routine.

Mental health support could also include a small group inside upon focusing on eye contact, turn-taking, game-playing and even possible social stories.

05/20/05
Home visit with Mrs. [redacted] record review, team consultation Drew has been attending preschool at the Rock Canyon site 4 days/wk and enjoys going to school. This is Drew's third year with the preschool program. Mrs. [redacted] continues to be pleased with Drew's developmental progress. He is typically using 3 word phrases (and some 4 word phrases) to convey his needs/wants (e.g., "mommy, sit down"). Drew's mom feels the ideas that he is able to verbalize have expanded and become more complex. He is also doing more verbal commenting during his play. In the area of language, the [redacted] top current priority is Drew's articulation errors which increase when he is excited and talking rapidly. Drew seems to be more receptive to interactions with peers and now his family would like to see him using his language in these social interactions. Drew continues to enjoy and do well with gross motor activities and has less interest in the fine motor activity of writing. Drew is able to write his name and draw some simple shapes; his mom remains concerned about his tool grip. Drew continues to participate in private treatment that includes 9 hrs/wk of home training and 3 hrs/wk of an integrated play group with Annette Nunez. Since 10/04 Drew has been taking Ritalin and his mom feels it has decreased his impulsivity and improved his body control. The Vineland Adaptive Behavior Scales was completed with Mrs. [redacted] to assess Drew's adaptive skills and yielded the following results:DOMAIN

	STANDARD SCORE	PERCENTILE RANK	ADAPTIVE
LEVELCommunication	72		3
	Mod. LowDaily Living Skills		64
	1		
LowSocialization	68		
	LowMotor Skills		
2		14	
84		66	
Mod. LowOverall Composite		LowDrew's overall adaptive skills are	
1			

at the 1st percentile when compared to peers which is consistent with a diagnosis of Autism Spectrum

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued...

Disorder. Mrs. [redacted] has noticed some increased rigidity from Drew recently around having to take the same route to school and get out of the car on a specific side and hopes he can gain some more flexibility. Mrs. [redacted] is eager to learn more details about Drew's transition to kindergarten including what steps can be taken to increase Drew's success in his process and what schedule will be utilized to help him with the routine in the new setting. The [redacted] have been terrific advocates for Drew's educational needs and proactive in utilizing school, private and community resources to support Drew's progress.

Present Level of Educational and Functional Performance

How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Mrs. [redacted] feels Drew's limited communication and social skills will continue to require adult support in order for him to maximize learning and participation in the classroom setting. The family greatly values frequent communication between school and home to support Drew's progress.

☐ Not a current area of concern due to existing information (If appropriate, please check)

Needs

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Social/Emotional

Evaluations Administered/Date and/or Information Reviewed Include adaptive behavior for student with suspected SLIC disability	Name of Evaluator	Date
	Caroline Waddell L.C.S.W	04/29/08

Drew has been attending a daily "Lunch Bunch" with two of his classmates. The classmates daily rotate who will share lunch with Drew. The group is facilitated by an adult. The adult will prompt either Drew or the peer to ask basic questions; such as; "What are you having for lunch?" or; "What did you do this weekend?". Drew has attended in reciprocal conversation overall approximately 25% of the time, this could be due in part to the loudness of the lunch room and children having to yell over one another. The group has been somewhat successful in that Drew is expected to ask his peers questions. It will be important to continue working on generalized eye contact so that his peers feel he is listening to them.

5-15-05: Drew has made steady progress in this area. He transitions into class easily. He will occasionally greet peers using their name however, often without purposeful intention. Drew seems to enjoy taking turns with his friends and will at times request a turn or offer a turn independently. This seems to depend on the toy he is playing with and his motivation for the toy. During play, Drew continually requires prompting to stay focused and attentive. His play is mainly single step play and can be perseverative at times. He is able to link 2-3 steps in play when the motivation is high. Drew attends and enjoys an integrative play group several times per week and progress has been reported. Drew enjoys recess time however needs a visual schedule to explore other playground equipment. He prefers to stay in the playhouse and will interact with others if they are inside the house with him.

Present Level of Educational and Functional Performance
How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Drew's desire and interest for social interactions has increased. He derives pleasure from his peers. Drew continues to demonstrates a high level of distractibility and perseverative behavior which interfere with his play and communication in an integrated setting. Drew gets "stuck" on certain toys and materials (currently the timer and the frog jack-in-the-box)and it is very difficult for him to be re-directed. This behavior has increased over the last several months. In an attempt to increase attention, reduce anxiety, increase play and social interactions, and increase generalization of academic skills the following strategies have been used:visual organization system (drawer system), many variations of a visual picture schedule (name card, directional words, and center name disc to transition), re-direction, reinforcement systems, over-correction, physical boundaries to keep desired toys out of sight, TEACCH work system, preferential seating during large group, systematically scheduling time to play with desired toys, head phones and visor/hat to reduce auditory and visual distractions, and behavior momentum phrases as a re-direction. These teaching strategies have been used systematically however Drew's verbal perseverations continue to exist. It is felt that his desire for these toys and materials seems out of his control and he appears to exhibit anxious behavior (increase in perseverative phrases, increased fidgeting or activity level, decrease in focus, and an increase in emotional outbursts) when he cannot play with the toys or when he is asked to complete his work first. Drew has been taking Ritalin since 10/04 which initially seemed to help with focus and attention. Recently the previous effect has not been observed in the school environment. Currently Drew's emotional state affects his ability to work and interact with his peers. When his anxiety is down we see

Legal Name of Student: [redacted] Endrew Robert LASID: 122855 SASID: 122855
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued

more focus and purposeful behavior in the classroom.

☐ Not a current area of concern due to existing information (If appropriate, please check)

Social/Emotional Needs

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

Improve attending skills to increase task completion and independenceDecrease anxiety/increase complexity of play and appropriate use of materials during play/increase reciprocal peer interactions and length of social exchanges

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Cognitive

Evaluations Administered/Date and/or Information Reviewed Include adaptive behavior for student with suspected SLIC disability.	Name of Evaluator	Date
	H. Redford, Ed.S.	04/29/08

The School Function Assessment (SFA) is used to measure a student's performance of functional tasks that support his/her participation in academic and social aspects in school grades K-6. The SFA is comprised of 3 parts:

Part 1-Participation. Examines a student's level of participation in 6 major school settings: regular or special ed classroom, playground/recess, transportation to/from school, bathroom, transition to/from class and mealtime.

Part 2-Task Supports. Examines the supports provided when the student performs school related activities. The 2 types of supports examined are: Assistance (adult help), and Adaptations (modifications to the environment) such as adapted materials or specialized equipment.

Part 3-Activity Performance. Examines the student's performance on specific school related functional activities. Activities include: Functional Communication, Memory and understanding, Following social conventions, Compliance with directives and school rules, Task completion, Positive interaction, Behavior regulation, Safety and Personal care awareness.

Drew was rated by his SSN one to one aid. Drew requires Extensive to Moderate assistance and adaptations on all cognitive/behavioral tasks with the exception of the memory and understanding area where he needs only minimal assistance and adaptations.

Drew is able to communicate yes/no, acceptance/refusal or a choice between two or more items with consistent performance. On the other hand, he rarely advocates for himself when he needs help with a functional academic tasks such as opening a container or where he would go if he were lost.

Drew's personal strength is in the area of memory and understanding. For example, he is able to remember daily routines and basic one step directions such as stop, come here and get book with consistent performance. Additionally, Drew cocsistently demonstrates an ability to follow a series of three or more related instructions (such as put things away, put on your coat, and line up).

Drew is inconsistent in the area of following social conventions. For example he will often use words such as please, thank you and sorry when appropriate but does not recognize how and when to communicate private matters such as a toileting accident.

Compliance with adult directives and school rules are significantly below that of same aged peers. While Drew generally will observe rules around movement around the classroom/school, when he is in a state of obsession/compulsion usually around timers and watches, he has difficulty responding to redirection and will not stop immediately when instructed to do so.

Drew requires significant assistance from others to maintain his safety, task completion, personal care and behavioral regulation.

The Universal Nonverbal Intelligence test (UNIT) was attempted with Drew. The examiner is not allowed to use words to demonstrate the tasks. While Drew picked up on many of the nonverbal gestures such as wait and begin, his attention to task and fleeting eye contact made his subtest score invalid.

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Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued

5-15-05. Classroom observation, review of records, update of information from teacher, Kaufman Brief Intelligence Test (K*BIT). In February of 2004, Drew's cognitive development was evaluated at the request of his mother and pediatrician (please see separate report). At that time, the Differential Ability Scale (DAS) was attempted but only partially successful. In the classroom, Drew's behavior and attention was nicely developed for familiar tasks and his behavior during testing was atypical for him, but indicative of being taken out of his routine and presented with novel tasks. Drew participated with the verbal items but his attention and behavior prevented completion of the nonverbal items. Verbally on the DAS, Drew's concept knowledge (Naming Vocabulary T = 33) was significantly stronger than his understanding of more abstract verbal information (Verbal Comprehension T=24) and his overall verbal thinking skills were significantly delayed for his age (Verbal SS = 64). Understanding relationships in pictures was challenging for Drew as well (Picture Similarities T=24). Drew's direct matching skills were strong but matching based on similarities or simple categories was a challenge for him. The Developmental Observation Checklist System (DOCS) was completed by Drew's teachers to determine the validity of the DAS. Drew's cognitive development, as reported by his teachers responses on the DOCS, continued to show a pattern of significant delay (SS=64) that was consistent with the DAS and approximated the 23 month age level. Although his scores were more indicative of a 2 y[illegible] old, Drew's teachers felt that with facilitation and a familiar routine, his functioning in the classroom was more like a new 3 year old. Currently, Drew is functioning within the Below Average range of intelligence at the 8th percentile (SS=79) on the K*BIT. His true score should fall within the range of 69-89 with 95% accuracy. This is somewhat improved from his performance last year on the DAS and the DOCS, which may be attributed to his being on Ritalin. Drew's vocabulary knowledge was Below Average (SS=75), as were his nonverbal reasoning skills (SS=87). Although on Ritalin, Drew was extremely distractible during this assessment, which negatively impacted his performance. He appeared stressed to be out of his class and routine, often looking into the class and repeating whatever was being said in class. Even given his distraction, this appears to be a fairly accurate estimate of Drew's current level of thinking based on his classroom performance and teacher report.

Present Level of Educational and Functional Performance

How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Drew's thinking skills are impacted by his language delays and attention. He learns and performs best within a structured and familiar routine given visual cues. Generalizing his skills to different settings continues to be challenging for him.

☐ Not a current area of concern due to existing information (If appropriate, please check)

Cognitive Needs:

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

*Improve attention and verbal thinking.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Current Health Evaluation - Nurse

Evaluations Administered/Date and/or Information Reviewed Include classroom observation other than classroom teacher.	Name of Evaluator	Date
4/28/08 Reviewed school records, IEP reports, and the health information update form completed by Jennifer [redacted] mother. No significant medical concerns reported regarding the pregnancy or Drew's birth. Mom notes that Drew experienced some speech delays. Drew has been diagnosed with Autism (2001) and ADHD (2005). He is currently taking Lexapro, Focalin and guanfacine daily. Mom reports that side effects Drew has experienced include some sleep disruptions. Mom also notes that Drew has some anxiety. Additionally, Drew has seasonal allergies. Drew has very good school attendance. Unable to screen for vision at school. No concerns in the classroom regarding vision. Hearing tested by district audiologist. K. Mueller RN,BSN	K. Mueller RN,BSN	04/28/08

Present Level of Educational and Functional Performance
How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Drew's symptoms of Autism including limited social interctions and ADHD including inattention and distractability impact his ability to access the general curriculum. See IEP reports for current academic progress.

☐ Not a current area of concern due to existing information (If appropriate, please check)

Health Needs:
Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

Drew needs to work on developmentally appropriate attention skills in order to better access the general school curriculum.

- Results of vision screening: unable to test at school. No reported vision concerns
- Results of hearing screening.
- Health care plan? yes
- How does it relate to the suspected disability? symptoms, side effects of medications

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Physical Motor/Other Health Related

Evaluations Administered/Date and/or Information Reviewed (Include classroom observation other than classroom teacher)	Name of Evaluator	Date
	Denise O Alford MS, OTR	04/30/08

Beery-Buktenica Developmental Test of Visual Motor Integration (VMI)

Subtest	Standard Score	Scaled Score	Percentile Rank
Visual Motor Integration	65/*77	3/*5	1%/*6%
Visual Perception	90	8	25%
Visual Coordination	59	2	.7%

*= score using drawings from BOT2

Visual motor integration is the ability to copy a visual stimulus. The visual perception subtest requires the student to determine the salient features of visual stimuli and be able to pick out the matching stimuli. The final subtest is visual motor coordination which assesses the child's ability to control finger and hand movements while drawing within a targeted area. This can correlate with handwriting neatness. Standard scores between 90 and 109 on each subtest are considered average. Drew is very inconsistent with his performance. The VMI and part of the BOT2 required him to do the same drawings and he performed better on one than the other due to his attention to the task. There are times when he is completing tasks and he is so distracted that he does not even look at what he is doing but instead is looking around the room and talking constantly. He is right hand dominant and holds the pencil with a functional grasp. He completed all the tasks quickly with little attention to details which is consistent with his daily performance. Due to low postural control, he was laying on the desk or supporting his head on his elbow. In general, his visual perceptual skills are a strength for him.

Bruininks-Osteretsky Test of Motor Proficiency (BOT2)

Subtest	Scaled Score	Standard Score	Percentile Rank
Fine Motor Precision	6		
Fine Motor Integration	7		
FINE MANUAL CONTROL		29	2%
Manual Dexterity	12		
Upper Limb Coordination	3		
MANUAL COORDINATION		24	1%

The BOT2 has a different scoring system where the scaled scores are based on a mean of 15 and the average range is from 10-20. The standard scores are based on a mean of 50 and the average range is from 40-60. Percentile ranks are the same as the above test. The Fine Motor Precision subtest assess his ability to use a pencil with precison and also assesses cutting skills, visual motor skills. The Fine Motor Integration subtest evaluates the same skills as the first subtest of the VMI, a student's ability to near point copy a visual stimulus.

The above tests are standardized and directions were modified in order to increase Drew's ability to complete the tasks. On the timed tasks, Drew was focused on the stop watch and it was difficult to get him to fully attend and participate in the task. The scores above appear to be an underestimate of his

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Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued...

abilities as noted by his ability to write and perform other functional tasks. However, fine motor and visual motor skills are not strengths for him.

The School Functional Assessment (SFA) is designed to measure a students performance of functional tasks that support his participation in the academic and social aspects of an elementary school program. It is a questionnaire that is criterion referenced against his peers (K-3) and that was completed by Denise Alford, OTR, with assistance from Amy Holton- SSN teacher, and Dixie Litzenberer , para-professional. The areas where he scored the same or better than his peers were; Maintaining and Changing Positions, and Computer/ Equipment Use. Maintaining and Changing Positions is his ability to move from one position i.e. the floor to standing and all of the positions in between. In the area of computer use he is able to use the mouse and hit specific keys in order to carry out tasks and enjoys the computer.

He demonstrates moderate differences from his peers in the areas of Travel, Manipulation with Movement, Set-up/ Clean-up, Eating and Drinking, Hygiene, Clothing Management, and written work. Travel assesses his ability to move throughout the school building. He is able to physically ambulate throughout the building but lacks awareness of safety and the awareness to modulate his speed to adapt to his surroundings. Manipulation with Movement assesses his ability to pick up and carry objects. The areas where he struggles are walking through congested areas without bumping into others and carrying fragile or spillable objects. In the area of set up and clean up he occasionally has difficulty opening containers or packages such as within his lunch or snack. He is independent with toileting and needs cues to wash his hands, wipe face, and blow his nose. In the area of clothing management, he is able to put on and take off his clothes but is unable to do fasteners independently. Written Work, which assesses his ability to complete written assignments with the same speed and quality of his peers. Drew can write legibly but requires assistance to get him to slow down, leave spaces between his words, organize the page, and copy information from a distance. His copying information which is on the same surface that he is writing, near point copying, is relatively accurate, but his accuracy decreases when he is copying from a different surface i.e. from the white board to his desk, far point copying.

The areas of greatest difficulty for Drew are Recreational Movement and Using Material. Drew does not know how to pump a swing and lacks consistent ball skills. Gross motor skills in general are a challenge for him, demonstrating difficulties with balance, only standing on one foot for 2-4 seconds. He also experiences low endurance and overall strength. The area of Using Materials assesses his abilities in art related activities and using classroom materials such as tape dispensers. Art projects are not easy for Drew and he does not perform the same as his peers in the areas of using multiple media for a project, drawing, or cutting, in fact occasionally needs prompts for holding the scissors correctly. Tearing tape off from a tape dispenser and using a paper clip to secure papers are tasks where he needs assistance

The Sensory Profile School Companion is also a questionnaire but is designed to determine a students sensory processing abilities are within the school environment. This was completed by Drew's SSN teacher, Amy Holton.

QUADRANT	
1. Registration	Definite Difference, more than others
2. Seeking	Definite Difference
3. Sensitivity	Typical Performance
4. Avoiding	Definite Difference, more than others

SCHOOL FACTORS

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Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued

1. School Factor 1	Definite Difference
2. School Factor 2	Typical Performance
3. School Factor 3	Definite Difference
4. School Factor 4	Definite Difference

SENSORY PROCESSING

1. Auditory	Definite Difference
2. Visual	Typical Performance
3. Movement	Definite Difference
4. Touch	Definite Difference
5. Behavior	Definite Difference

Drew definitely has difficulty with his ability to integrate sensory information. This is most evident by his distractibility, constant need for fidgeting or movement, and need to touch things. Loud noises including in the cafeteria, parties, and assemblies can cause Drew distress and he will begin to wander or yell out. He will also seek out timers and computer screens when he is distressed or appears anxious. Organization of his physical environment is very difficult for him. He avoids eye contact with others. On the playground, he prefers to sit under the equipment and toss pebbles. In general he is very low tone, laying on his desk and demonstrates postural weakness. At times he can perseverate on topics especially timers and computers. His sensory needs do impact his daily life. He does well with deep pressure chewing on items such as straws or sucking through the straws which improve his activity level and performance on specific tasks. Movement activities tend to increase his level of alertness.

Sensory Profile-a questionnaire that determines how a child processes sensory information. This was completed by Jennifer [redacted] April 26, 2007.

SENSORY PROCESSING

Auditory Processing	Probable Difference
Visual Processing	Typical Performance
Vestibular Processing	Definite Difference
Touch Processing	Definite Difference
Multisensory Processing	Definite Difference
Oral Sensory Processing	Typical Performance

MODULATION

Sensory Processing Related to Endurance /Tone	Probable Difference
Modulation Related to Body Position and Movement	Definite Difference
Modulation of Movement Affecting Activity Level	Probable Difference

Modulation of Sensory Input Affecting Emotional Responses Definite
Modulation of Visual Input affecting Emotional Responses and Activity Level Probable Difference

BEHAVIOR AND EMOTIONAL RESPONSES

Emotional/Social responses	Definite Difference
Behavioral Outcomes of Sensory Processing	Definite Difference
Items Indicating Thresholds for Responses	Definite Difference

The Sensory Profile can be broken down by factors that are influenced by sensory integration

Sensory Seeking	Definite Difference
Emotionally Reactive	Definite Difference
Low Endurance/Tone	Probable Difference
Oral Sensory Sensitivity	Typical Performance
Inattention/Distractibility	Definite Difference
Poor registration	Definite Difference

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Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued...

Sensory Sensitivity	Typical Performance
Sedentary	Typical Performance
Fine Motor/Perceptual	Probable Difference

Present Level of Educational and Functional Performance

How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Providing structure improves Drew's performance in his motor activities. Attention to task impacts his ability to perform at his highest level. Drew benefits from sensory activities to help him organize himself internally. Since visual perception is a strength for him, using visual cues, picture schedules and cues to break the tasks down increases his performance.

☐ Not a current area of concern due to existing information (If appropriate, please check)

Physical Motor/Other Health Related Needs

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

Drew needs to improve his sensory skills and motor performance as related to academics

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Determination of Eligibility and Disability

(This section completed only for eligibility meetings)

Have sufficient and appropriate evaluations been completed, documented, or considered to determine the presence of an educational disability? ☑ Yes ☐ No

If not, obtain additional information and reconvene the meeting

(This section completed only for eligibility meetings.)

Does the student have a disability as defined in the State Rules for the Administration of the Exceptional Children's Education Act? (complete and attach appropriate checklist) ☑ Yes ☐ No

If no, terminate the meeting

(This section completed for all meetings.)
If the student has a disability, the disability is:
(If more than one disability is determined, the primary disability should be identified with a 1, the secondary disability with a 2

- ☐ 01 Significant Limited Intellectual Capacity
- ☐ 03 Significant Identifiable Emotional Disability
- ☐ 04 Specific Learning Disability
- ☐ 05 Hearing Disability (requires communication plan)
- ☐ 06 Vision Disability (requires literacy plan)
- ☐ 08 Speech or Language Impairment
- ☐ 11 Preschool Child with a Disability

Physical Disability

- ☐ 14 Traumatic Brain Injury
- [1] 13 Autism
- ☐ 07 Other Physical Disability
  - ☐ Check if physical disability due to ADD/ADHD

Multiple Disabilities

- ☐ 09 Deaf-Blind
- ☐ 10 Multiple Disabilities with Cognitive Impairment

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance Heritage Elementary Date of Meeting: 04/30/08

Academic/Functional Goals and Objectives

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children.

Annual Goal: 1. The student will demonstrate basic language and communication skills in order to access the general education curriculum as measured by the following objectives:

Standard/ Access Skill: Communication and Basic Language Skills

Short-term Objective: a) Drew will state his first and last name, and his birthday (day, month and year) Start: 04/30/08 End: 04/30/09

Checkpoint:

Criteria: >= 5 successes in multiple environment(s)

Narrative:

Baseline: <= 5 occurrence in multiple environment(s)

Narrative: Drew cannot state his full name or birthdate

Methods(s) of Measurement: Oral performance, Demonstration/Performance

Progress Reporting

Period End: Level: Status:

Comments:

Short-term Objective: b) Drew will make and maintain eye contact with peers and adults. Start: 04/30/08 End: 04/30/09

Checkpoint:

Criteria: >= 5 occurrence with <= 1 verbal prompts in multiple environment(s)

Narrative:

Baseline: <= 5 occurrence with >= 2 verbal prompts in multiple environment(s)

Narrative: It is difficult for Drew to make and maintain eye contact with others even with verbal prompting.

Progress Key:

1. Skill / behavior is rarely or never demonstrated, therefore incomplete positive data is available
2. Skill / behavior is inconsistent with frequent prompts and is below expectations of plan.
3. Skill / behavior is consistent over time with few prompts and meets expectations of plan.
4. Skill / behavior is generalized and transferred without prompts and is above expectations of plan.

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School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Academic/Functional Goals and Objectives (con't)

Methods(s) of Measurement: Demonstration/Performance, Observation.

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: c) Drew will improve his articulation skills by producing the "l" sound in the beginning sounds in words
Start: 04/30/08
End: 04/30/09

Checkpoint:

Criteria: >= 80 percent with <= 1 verbal prompts

Narrative:

Baseline: <= 40 percent with >= 2 verbal prompts

Narrative: Drew currently substitutes "w" for "l" in single words and words with "l" blends.

Methods(s) of Measurement: Oral performance, Demonstration/Performance

Progress Reporting

Period End: Level: Status:
Comments:

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Legal Name of Student: [redacted], Endrew Robert LASID: 122855 SASID: 122855
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children.

Annual Goal: 2. The student will Demonstrate the ability to read and comprehend a variety of instructional-leveled texts, as measured by the following objectives:

Standard/ Access Skill: Language Arts, 4

Short-term Objective: a) Given text at an instructional level, Drew will read a passage and retell it in logical sequence providing 1-2 details and answering WH questions about the passage
Start: 04/30/08
End: 04/30/09

Checkpoint: K - 3 (4.1): Uses a variety of strategies (e.g., context clues, picture clues, phonic cues, word substitutions) to recognize and comprehend words in text

Criteria: >= 80 percent in 3 out of 4 consecutive trials

Narrative:

Baseline: "3) Performs activity with verbal/gestural cues"

Narrative: Drew currently needs a lot of support

Methods(s) of Measurement: Written performance, Oral performance.

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: b) Given a text at an instructional level, Drew will be able to make predictions and draw simple inferences from the story.
Start: 04/30/08
End: 04/30/09

Checkpoint: K - 3 (4.2): Uses a variety of strategies (e.g., activating prior knowledge, visualizing, previewing and predicting, self-monitoring) to comprehend narrative and expository text.

Criteria: >= 80 percent in 3 out of 4 consecutive trials

Narrative:

Baseline: "0) Does not participate"

Narrative: Drew can make some predictions with lower level text. He has not begun making inferences in text

Methods(s) of Measurement: Written performance, Oral performance.

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: c) Drew will strengthen his decoding skills focusing on suffixes/prefixes, phonetic irregularities and continuing to work on vowel sounds
Start: 04/30/08
End: 04/30/09

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Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Academic/Functional Goals and Objectives (con't)

Checkpoint: K - 3 (4.1) Uses a variety of strategies (e.g., context clues, picture clues, phonic cues, word substitutions) to recognize and comprehend words in text.
Criteria: >= 80 percent in 3 out of 4 consecutive trials

Narrative:

Baseline: "3) Performs activity with verbal/gestural cues"

Narrative: Drew stumbles to use strategies needs to decode new words.

Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting
Period End: Level: Status:
Comments:

Short-term Objective: d) Drew will increase his DRA level as follows: Instructional: level 34 — Start: 04/30/08 End: 04/30/09

Checkpoint: K - 3 (4.3) Uses appropriate text based on the purpose for reading.
Criteria: >= 80 percent

Narrative: Drew will be able to use visual cues to help in his comprehension and DRA evaluation

Baseline: "0) Does not participate"

Narrative: Currently Drew is at a DRA level of independent 20 and instructional 24. With comprehension not factored in.

Methods(s) of Measurement: Written performance, Oral performance, Demonstration/Performance

Progress Reporting
Period End: Level: Status:
Comments:

Short-term Objective: e) Drew will recognize and read basic contractions in text — Start: 04/30/08 End: 04/30/09

Checkpoint: K - 3 (4.3) Uses appropriate text based on the purpose for reading
Criteria: >= 80 percent in 3 out of 4 consecutive trials

Narrative:

Baseline: "3) Performs activity with verbal/gestural cues"

Narrative: Drew currently skips over contractions and does not understand their meaning

Methods(s) of Measurement: Written performance, Oral performance, Demonstration/Performance.

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School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Academic/Functional Goals and Objectives (con't)

Progress Reporting

Period End: Level: Status:
Comments:

Legal Name of Student: [redacted], Endrew Robert LASID 122855 SASID 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon that document, parent(s) will be regularly informed of progress to the extent of nondisabled children.

Annual Goal: 3. The student will improve writing skills as measured by the following objectives:

Standard/ Access Skill: Language Arts, 3

Short-term Objective: a) Drew will use correct punctuation, capitalization and spacing in his writing. Start: 04/30/08 End: 04/30/09

Checkpoint: K - 3 (3 1) (Organization/Content) Organizes single-paragraph writing in a manner that develops and supports main ideas with relevant details.

Criteria: >= 80 percent in 3 out of 4 consecutive trials

Narrative: Drew will preform this goal with less than 2 prompts from the teacher

Baseline: "3) Performs activity with verbal/gestural cues"

Narrative: With numerous verbal prompts Drew can use correct punctuation, capitalization and spacing

Methods(s) of Measurement: Written performance, Demonstration/Performance

Progress Reporting

Period End: 11/09/07 Level: 3 Status: Will be continued (C).
Comments:

Period End: 03/03/08 Level: 3 Status: Will be continued (C).
Comments: Drew still needs reminders about his spacing and punctuation

Period End: 04/30/08 Level: 2 Status: Will be continued (C).
Comments: Drew has lost some independence in remembering to use correct conventions in his writing

Period End: Level: Status:
Comments:

Short-term Objective: b) Drew will know and apply rules for writing basic contractions Start: 04/30/08 End: 04/30/09

Checkpoint: K - 3 (3 1) (Organization/Content) Organizes single-paragraph writing in a manner that develops and supports main ideas with relevant details

Criteria: >= 80 percent in 3 out of 4 consecutive trials

Narrative:

Baseline: "0) Does not participate"

Narrative:

Methods(s) of Measurement: Written performance, Demonstration/Performance

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School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Academic/Functional Goals and Objectives (con't)

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: c) With a visual cue Drew will be able to write a 5 sentence paragragh with a begining, 3 sentence body and conclusion sentence
Start: 04/30/08
End: 04/30/09

Checkpoint: K - 3 (3.1) (Organization/Content) Organizes single-paragraph writing in a manner that develops and supports main ideas with relevant details

Criteria: >= 80 percent in 3 out of 4 consecutive trials

Narrative:

Baseline: "0) Does not participate"

Narrative:

Methods(s) of Measurement: Written performance, Demonstration/Performance

Progress Reporting

Period End: Level: Status:
Comments:

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children

Annual Goal: 4. The student will communicate an understanding of number sense as measured by the following objectives.

Standard/ Access Skill: Mathematics, 1

Short-term Objective: a) Given a variety of coins and dollars, Drew will accurately count the money up to $5.00. Start: 04/30/08 End: 04/30/09

Checkpoint: K - 3 (1.1) Understands place value as it relates to whole numbers, 0 9,999

Criteria: >= 80 percent in 3 out of 4 consecutive trials

Narrative:

Baseline: "3) Performs activity with verbal/gestural cues"

Narrative: Drew can count money with a variety of coins but is inconsistent.

Methods(s) of Measurement: Oral performance, Demonstration/Performance

Progress Reporting

Period End: 11/09/07 Level: 3 Status: Will be continued (C)
Comments:

Period End: 03/03/08 Level: 3 Status: Will be continued (C)
Comments: Drew is still working on counting different coins and transitioning in and out of counting by 5s and 10s.

Period End: 04/30/08 Level: 3 Status: Will be continued (C)
Comments: Drew has made some progress, but we are still working on transitioning in and out of counting with a variety of coins.

Period End: Level: Status:
Comments:

Short-term Objective: b) Drew will understand time related vocabulary and concepts as it realtes to the calendar. Start: 04/30/08 End: 04/30/09

Checkpoint: K - 3 (1.6) Uses oral/written language to communicate an understanding of number sense "

Criteria: >= 80 percent in 3 out of 4 consecutive trials

Narrative:

Baseline: "0) Does not participate"

Narrative:

Methods(s) of Measurement: Demonstration/Performance.

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Legal Name of Student [redacted] Endrew Robert LASID: 122955 SASID 122955
School of Attendance Heritage Elementary Date of Meeting 04/30/08

Academic/Functional Goals and Objectives (con't)

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: c) When given a clock, Drew will incicate the time shown on the face in quarter hours, five minutes and minute intervals
Start: 04/30/08
End: 04/30/09

Checkpoint: K - 3 (1.6) Uses oral/written language to communicate an understanding of number sense."

Criteria: >= 80 percent in 3 out of 4 consecutive trials

Narrative:

Baseline: "0) Does not participate"

Narrative: Drew currently identifies time only to the hour and half hour consistently.

Methods(s) of Measurement: Demonstration/Performance

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: d) Given a word problem, Drew will be able to identify which operation (addition, subtraction or multiplication) to use to solve the problem.
Start: 04/30/08
End: 04/30/09

Checkpoint: K - 3 (1.4) Uses number sense to estimate solutions and/or to justify the reasonableness of solutions to problems involving whole numbers.

Criteria: >= 80 percent in 3 out of 4 consecutive trials

Narrative:

Baseline: "0) Does not participate"

Narrative:

Methods(s) of Measurement: Written performance, Oral performance, Demonstration/Performance

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: e) Drew will learn his multiplication facts 0-10.
Start: 04/30/08
End: 04/30/09

Checkpoint: K - 3 (1.3). Understands basic mathematical properties (e.g., 2 + 3 = 3 + 2, n + 0 = n, 3 x 0 = 0, 3 x 1 = 3) and how they apply to whole numbers.

Criteria: >= 80 percent

Narrative:

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Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Academic/Functional Goals and Objectives (con't)

Baseline: 0) Does not participate

Narrative:

Methods(s) of Measurement: Demonstration/Performance

Progress Reporting

Period End: Level: Status:
Comments:

Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 122955
School of Attendance Heritage Elementary Date of Meeting: 04/30/08

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children

Annual Goal: 5 The student will improve his motor skills as related to academics as measured by the following objectives

Standard/ Access Skill: Physical

Short-term Objective: a) Either by independently identifying the need for a sensory break, Drew will choose appropriate strategies from a list of 10 — Start: 04/30/08 End: 04/29/09

Checkpoint:

Criteria: "3) Performs activity with verbal/gestural cues"

Narrative:

Baseline: "2) Participates with partial physical assistance"

Narrative:

Methods(s) of Measurement: Demonstration/Performance

Progress Reporting

Period End: **Level:** **Status:**

Comments:

Short-term Objective: b) Given a 1 inch button, he will button and unbutton — Start: 04/30/08 End: 04/30/09

Checkpoint:

Criteria: "3) Performs activity with verbal/gestural cues"

Narrative:

Baseline: "1) Participates with maximal physical assistance"

Narrative:

Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting

Period End: **Level:** **Status:**

Comments:

Short-term Objective: c) Given a small ball, Drew will demonstrate the ability to catch it when thrown from 10 feet — Start: 04/30/08 End: 05/30/09

Checkpoint:

Criteria: >= 70 percent in 7 out of 10 consecutive trials

Narrative: Drew will catch the ball 7 out of 10 times

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Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Academic/Functional Goals and Objectives (con't)

Baseline: <= 30 percent

Narrative:

Methods(s) of Measurement: Demonstration/Performance

Progress Reporting

Period End: Level: Status:
Comments:

Legal Name of Student [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting 04/30/08

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children.

Annual Goal: 6 The student will improve social skills as measured by the following objectives

Standard/ Access Skill: Self-Advocacy / Self-Determination

Short-term Objective: a) Drew will increase independent work time — Start: 04/30/08 End: 04/30/09

Checkpoint:

Criteria: >= 75 percent in a time period of >= 15 min(s) with <= 2 verbal prompts

Narrative:

Baseline: "0) Does not participate"

Narrative:

Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting

Period End: **Level:** **Status:**

Comments:

Short-term Objective: b) Increase ability to follow multiple step directions given orally or written — Start: 04/30/08 End: 04/30/09

Checkpoint:

Criteria: >= 75 percent in 3 out of 4 consecutive trials with <= 2 verbal prompts

Narrative:

Baseline: "0) Does not participate"

Narrative:

Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting

Period End: **Level:** **Status:**

Comments:

Short-term Objective: c) Drew will begin to reference peers to gain information in his general education class room — Start: 04/30/08 End: 04/30/09

Checkpoint:

Criteria: >= 75 percent in 3 out of 4 consecutive trials with <= 2 verbal prompts

Narrative:

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Academic/Functional Goals and Objectives (con't)

Baseline: "0) Does not participate"

Narrative: Drew currently relies on teachers to tell him what to do in everyday classroom routines.

Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: d) Drew will learn the names of his new classmates and greet them with "Hi ____" Start: 04/30/08 End: 04/30/09

Checkpoint:

Criteria: >= 75 percent with <= 1 verbal prompts

Narrative:

Baseline: "0) Does not participate"

Narrative: Only does this with other SSN students.

Methods(s) of Measurement: Demonstration/Performance

Progress Reporting

Period End: Level: Status:
Comments:

Douglas County School District Re.1 - Instructional Support Services
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122655 SASID: 122655
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Special Education, Related Services & Supplementary Aids/Services

Accommodations / Modifications:

Describe the unique accommodations/modifications necessary for the student to participate in the general education curriculum, as well as, nonacademic and extra curricular activities considering the identified needs of the student.

Visual schedule as needed, visual work system, preferential seating, movement and sensory breaks as needed, Sensory strategies including deep pressure, weighted lap pillow, heavy work, facilitate social exchanges with peers, sytematic instructional techniques. Use sensory strategies to optimize attention and arousal. Shortened assignments with visual support. Provide a specific time-out spot for Drew to calm when responding to anxiety provoking event

Service Delivery:

Specific services needed to address goals and objectives:
special education teacher, speech/language therapy, occupational therapy, Mental Health and paraprofessional support.

Special Education Services:

Service Coordinator	#2	#3	#4	#5
Type of service provider (assignment)	SSN/pcm	OT staff	MH	SL	
Projected beginning date of service	04/30/08	04/30/08	05/10/07	04/30/08	
Projected ending date of service	04/30/09	04/30/09	05/10/08	04/30/09	
Hours of Special Education Services per Week by Service Provider					
Indirect (consultation)	1	0.25	0.25	0.5	
Integrated services in general classroom	25				
Direct outside general classroom	7.5	0.5	0.5	1	
Total hours by provider	33.5	0.75	0.75	1.5	

Note: Level Matriculation info provided on Comments page.

Other IEP Services:
(such as supplementary aids and services)

Description	Hrs per week
Parent Follow-up Activities	
Preschool Integrated Education Program	

Does the student require:

Special transportation?	☒ Yes	☐ No
A literacy/modality plan? (For Vision Disability)	☐ Yes	☒ No
A communication plan? (For Hearing Disability)	☐ Yes	☒ No
A behavior plan?	☒ Yes	☐ No
A health care plan?	☒ Yes	☐ No
Assistive technology? (If yes, describe)	☐ Yes	☒ No

Extended School Year? ☒ Yes ☐ No ☐ To be determined by: _____
(Rationale for decision)
Autism Spectrum Disorder--predicted regression after long breaks. Parents declined to ESY.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Heritage Elementary Date of Meeting: 04/30/08

Special Education, Related Services & Supplementary Aides/Services

Recommended Placement in Least Restrictive Environment (LRE):

How much time is student only with students with disabilities? <21%

Setting Code: 302 Inside the Regular Class 40% to 79% of the Time

Why? structured drill and practice needed to apply in the general classroom

Involvement of Student in State and District Assessments:

(a) What state and district assessments of student achievement will the student be taking?

☐ CSAP ☐ CSAP-A ☐ Other:

(b) What accommodations, if any, will be provided to the student related to the administration of the assessments of student achievement?

small group/ one on one instructionsimplify verbal direction as allowed per test designwritten directions/picture cues as allowed

(c) If the student will not participate in said assessments, why not?

(d) How will the student be assessed?

Douglas County School District Re.1 - Instructional Support Services
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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Date of Meeting: 04/14/09

Individualized Education Program (IEP) for [redacted] Endrew Robert

Student Information

DOB: [redacted]	LASID: 122955	SASID: 6914080767	Medicaid #:
Home School: Summit View Elementary		School of Attendance: Summit View Elementary	
Grade: 3 Track: Mod.		Ethnicity: White (not Hispanic)	
Age: 9yrs 6mos Gender: M		English Language learner? ☐ Yes ☒ No	

Parent Information

Parent/Guardian	Parent/Guardian
Last Name: [redacted]	Last Name: [redacted]
First name: Joe	First Name: Jennifer
Address: [redacted]	Address: [redacted]
City: [redacted]	City: [redacted]
State: CO Zip: [redacted]	State: CO Zip: [redacted]
Home Phone: [redacted]	Home Phone: [redacted]
Work Phone:	Work Phone: [redacted]
Relationship to Student: Parent(s)	Relationship to Student: Mother
Primary Language: English	Primary Language: English

Special Education Information

Date of Initial Eligibility Meeting: 06/25/02 (month/day/year)

Date of Last IEP Review: 04/29/08 (month/day/year)

Date of Next Eligibility Meeting: 04/29/11 (month/day/year)

Date of Next Annual Review: 04/14/10 (month/day/year)

Reason for Meeting: ☐ Initial ☒ Annual ☐ *Reevaluation (Triennial) ☐ Other:

* Required for change in disability, significant change in placement, or exit from special education program

Primary Disability: Physical Disability / Autism

Setting Code: 302 (L.M.41)

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EXHIBIT 3

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Participants in Meeting

Initials indicate participation only

The following participants must be in attendance:
(please print name and initial if you are in attendance at the meeting.)

Jennifer [redacted]	
Student's Parent/Surrogate Parent *(unless parent decided not to attend)*	Student's Parent *(unless parent decided not to attend)*
Robin Kessel	Amy Holton
Special Education Director/Designee	Special Ed. Teacher / S/L Pathologist
Lynn Ackerman/ Marci Stacy	
General Education Teacher *(if the student is or may be participating in the general education environment)*	Student *(when appropriate)*
Ron Schumacher	
Building Principal / Designee *(for eligibility only)*	Interpreter *(when appropriate)*

Others with knowledge and expertise regarding this student:

Robin Kessel	
Speech / Language Pathologist	School Nurse
Denise Alford	
Occupational Therapist	Physical Therapist
Rochelle Evans	Nicole Breuer
School Psychologist	School Social Worker
Audiologist	School Counselor
Other *(specify area represented)*	Other *(specify area represented)*
Non-Attendee	Non-Attendee
Non-Attendee	Non-Attendee

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Background/Historical Data
(Family and medical history, patterns of strength/weaknesses in academic, social/emotional/behavioral functioning)

Evaluations Administered/Date/and/or Information Reviewed

Classroom Observation (Other than classroom teacher)	Evaluator	Date of Evaluation
Academic Skills	Evaluator	Date of Evaluation
Communication Skills	Evaluator	Date of Evaluation

Communication Rating: V = 1 F = 1 A = 1 L = 1 Total CRS = OR FC =
Comment: _____

Cognitive Functioning	Evaluator	Date of Evaluation
Social/Emotional/Behavioral Functioning	Evaluator	Date of Evaluation
Physical	Evaluator	Date of Evaluation
Health Status	Evaluator	Date of Evaluation

Results of vision screening: _____
Results of hearing screening: _____
Health Care Plan?: _____
How does it relate to the suspected disability?: _____

Interpretation of Results:
(Include interpretation of the above data as well as information regarding student growth/progress. For eligibility meetings, include conclusions about the RtI that is documented above.)

Present Level of Educational and Functional Performance
(How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?)

Educational Needs

(Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?)

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Educational

Evaluations Administered/Date and/or Information Reviewed *Include classroom observation other than classroom teacher.*	Name of Evaluator	Date
	Amy Holton	*04/14/09*

Drew has had to adjust to a new school and friends this year. He is currently served in both the general education setting (with significant support) and self-contained SSN room.

Reading: Comprehension continues to be an area of struggle for Drew. He often needs prompting and redirection. He benefits from reading a story at least twice and using visual support to help him gain knowledge. Drew draws upon his interest and prior knowledge to comprehend so it benefits him to read along subjects that interest him. Drew stays engaged in his reading in a 1 on 1 setting.

Writing: Writing tasks have to be broken down to small steps using visual support. Drew often needs a great deal of prompts to write. This is best accomplished in a 1 on 1 setting.

Math: This area continues to be a strength for Drew. He is strong with his computation skills (addition more than subtraction) and often used this as a way to calm down. As more language is introduced into the math curriculum Drew continues to need more support. He is working on word problems in the SSN room in a small group setting.

In the self contained SSN class, Drew is working on his independence with academic tasks. He is also working on more whole class and small group instruction. In the SSN room, Drew can work in a whole class setting successfully with 6-8 other students and a small group with 2-3 others.

Drew's sensory needs and behavior continue to be of concern. He has begun to make his sensory needs known to his teachers however, he also uses these requests to avoid working. Often Drew goes through a variety of behaviors to avoid work.

Currently Drew is involved with his general education classroom at the beginning of the day, read aloud time and for specials and recess/lunch. Mrs. Stacy, his general education teacher, has reported that Drew has had times throughout the year when he is on task and productive in the classroom. At these times he is quiet and respectful to others around him. Drew works well for rewards and when he has clear expectations. Drew has been involved with oral reading without paraeducator support (the para is in the hall without his knowledge). This has been positive on most occasions if he has enough activities such as math facts or puzzles to keep him busy. There are times when Drew has either decided not to do such activities or has finished these activities and became disruptive. Drew's behavior often is unpredictable and will change without warning. Drew is often redirected by his special education teacher or paraeducator in the class setting. If he is not continually busy or immediately given another activity he becomes disruptive. His disruptive behavior is often yelling out, walking around scripting computer games, etc. There are times when he has been removed from the class due to crawling under desks, slapping the computer screen, or being disrespectful to his peers by messing with their work or desk. Some areas of concern are Drew's tendencies to wander out of the room without supervision, his unpredictable behavior which warrants a need to be removed from the class, and his behavior before school when the class is lining up for the bell to ring.

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued

Present Level of Educational and Functional Performance

How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Drew's disability impacts his independence in the general classroom. He is highly distractable and needs a lot of structure and consistency. Drew needs small group instruction, visual cues, prompts and he benefits from repetition and tasks broken down into small steps in order to access the general curriculum.

☐ Not a current area of concern due to existing information (If appropriate, please check)

Educational Needs:

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

Continue to strengthen all areas of academics especially in reading comprehension and writing, gain stronger social skill, increase independence.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Communication

Evaluations Administered/Date and/or Information Reviewed	Name of Evaluator	Date
Language of evaluation if other than English:	Robin Kessel,MA CCC-SLP	04/08/09

Current information is based upon:
File Review
Observation
Data Collection/Informal assessments
Consultation with Staff

Drew's primary mode of communication is verbal. Drew's expressive language is characterized primarily by short phrases and simple sentences. He has shown growth in his use of eye contact, and will specifically look to an adult if he needs clarification or assistance. When prompted, Drew is able to maintain eye contact through up to 2-3 conversational turns with an adult. Recently, Drew has been observed initiating conversation using appropriate eye contact when he is sitting in close proximity to an adult and wants to share something (usually about a movie or computer game). In these instances, he typically does not continue in conversational turn taking beyond his initial contribution. Similar behaviors are not observed with peers. When conversational exchanges are modeled for him, Drew is able to imitate, but spontaneous use of commenting or questioning in response to a conversational exchange has not been observed. Drew will respond correctly to direct questions that have factual, concrete answers, most of the time, but experiences much more difficulty with Why or How questions as well as with open ended questions that involve personal preferences, opinions or relating events. Drew does have more success responding to these types of questions when given two choices from which to pick his preference. Drew is also successful with verbally communicating his needs for sensory breaks and rewards for work completion. Informal assessments of vocabulary indicate adequate development. Drew is able to point to and label a variety of pictured objects and actions without difficulty. His knowledge of basic concepts is inconsistent. On a recent assessment, he was able to correctly answer questions containing the following concepts: behind, above, beneath, inside, and over. He struggled the concepts of: between, under, in front, and beside. .

Drew's speech production is characterized by sound substitutions on the /l/, /r/, and /th/ sounds. He is able to produce a modified production of the /l/ sound with his tongue placed interdentally, between his upper and lower teeth, rather than elevated behind his upper teeth. Attempts to transition his tongue placement to the correct spot have been unsuccessful to date. While these errors are noticeable in his speech, they do not impact his intelligibility to such a degree that listeners are not able to understand him. Drew also experiences difficulties regulating his volume. When he appears to be anxious or agitated, his volume significantly increases. Drew does seem to understand the differences between inside/outside voice and quiet/loud voices, but has difficulties modulating his volume without prompting.

Drew's primary weakness in the communication area at this time is with social language skills.

Communication Rating: V = 0 F = 0 A = 2 L = 3 Total CRS = 4 OR FC = 3

Comment: Drew has a mild articulation delay and a moderate functional communicative disability.

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Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080787
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued

Present Level of Educational and Functional Performance

How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Language deficits impact Drew's ability to establish and maintain social relationships. Difficulties communicating his intent and responding to direct requests further impact his ability to access the general education curriculum with direct support and specialized intervention.

☐ Not a current area of concern due to existing information (If appropriate, please check)

Communicative Needs:

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

To improve pragmatic/social language skills

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Pertinent Family Information

Evaluations Administered/Date and/or Information Reviewed *Include adaptive behavior for student with suspected SLIC disability.*	Name of Evaluator	Date
	Caroline Waddell L.C.S.W	04/30/08

No updated Information in the areas of family, health (see nurse's report) or Instructional Support Services. Jennifer's main request is more support in the areas of mental health. Because Drew is a sensory child, she suggests a recess group where upon he could sign up with one buddy per week to play with. This would need to be monitored by an adult. He enjoys physical sensory type things such as hide and seek or playing the game tag. All of his interactions would not need to be question driven with his peers. The focal point would be the involvements/ interactions at recess.

Also, if the schedule permits, Drew could follow recess with the same buddy or buddies to have lunch. Again this would need to be guided by an adult to foster conversation (most likely about the events of recess). Repetition will be key for Drew to establish a social routine.

Mental health support could also include a small group inside upon focusing on eye contact, turn-taking, game-playing and even possible social stories.

05/20/05
Home visit with Mrs. [redacted] record review, team consultation Drew has been attending preschool at the Rock Canyon site 4 days/wk and enjoys going to school. This is Drew's third year with the preschool program. Mrs. [redacted] continues to be pleased with Drew's developmental progress. He is typically using 3 word phrases (and some 4 word phrases) to convey his needs/wants (e.g., "mommy, sit down"). Drew's mom feels the ideas that he is able to verbalize have expanded and become more complex. He is also doing more verbal commenting during his play. In the area of language, the [redacted] top current priority is Drew's articulation errors which increase when he is excited and talking rapidly. Drew seems to be more receptive to interactions with peers and now his family would like to see him using his language in these social interactions. Drew continues to enjoy and do well with gross motor activities and has less interest in the fine motor activity of writing. Drew is able to write his name and draw some simple shapes; his mom remains concerned about his tool grip. Drew continues to participate in private treatment that includes 9 hrs/wk of home training and 3 hrs/wk of an integrated play group with Annette Nunez. Since 10/04 Drew has been taking Ritalin and his mom feels it has decreased his impulsivity and improved his body control. The Vineland Adaptive Behavior Scales was completed with Mrs. [redacted] to assess Drew's adaptive skills and yielded the following results:DOMAIN

	STANDARD SCORE	PERCENTILE RANK	ADAPTIVE
LEVELCommunication	72		3
	Mod. LowDaily Living Skills		64
		1	
LowSocialization		68	
	2	LowMotor Skills	
	84		14
	Mod. LowOverall Composite		66
	1		LowDrew's overall adaptive skills are

at the 1st percentile when compared to peers which is consistent with a diagnosis of Autism Spectrum

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued

Disorder. Mrs. [redacted] has noticed some increased rigidity from Drew recently around having to take the same route to school and get out of the car on a specific side and hopes he can gain some more flexibility. Mrs. [redacted] is eager to learn more details about Drew's transition to kindergarten including what steps can be taken to increase Drew's success in his process and what schedule will be utilized to help him with the routine in the new setting. The [redacted] have been terrific advocates for Drew's educational needs and proactive in utilizing school, private and community resources to support Drew's progress.

Present Level of Educational and Functional Performance

How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Mrs. [redacted] feels Drew's limited communication and social skills will continue to require adult support in order for him to maximize learning and participation in the classroom setting. The family greatly values frequent communication between school and home to support Drew's progress.

☐ Not a current area of concern due to existing information (If appropriate, please check)

Needs:

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

Douglas County School District Re.1 - Instructional Support Services
620 Wilcox St, Castle Rock, CO 80104
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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Social/Emotional

Evaluations Administered/Date and/or Information Reviewed *Include adaptive behavior for student with suspected SLIC disability.*	Name of Evaluator	Date
	R. Evans/N Breuer	*04/14/09*

Drew has been attending a daily "Lunch Bunch" with two of his classmates. The classmates daily rotate who will share lunch with Drew. The group is facilitated by an adult. The adult will prompt either Drew or the peer to ask basic questions; such as; "What are you having for lunch?" or; "What did you do this weekend?". Drew has attended in reciprocal conversation overall approximately 25% of the time, this could be due in part to the loudness of the lunch room and children having to yell over one another. The group has been somewhat successful in that Drew is expected to ask his peers questions. It will be important to continue working on generalized eye contact so that his peers feel he is listening to them.

5-15-05. Drew has made steady progress in this area. He transitions into class easily. He will occasionally greet peers using their name however, often without purposeful intention. Drew seems to enjoy taking turns with his friends and will at times request a turn or offer a turn independently. This seems to depend on the toy he is playing with and his motivation for the toy. During play, Drew continually requires prompting to stay focused and attentive. His play is mainly single step play and can be perseverative at times. He is able to link 2-3 steps in play when the motivation is high. Drew attends and enjoys an integrative play group several times per week and progress has been reported. Drew enjoys recess time however needs a visual schedule to explore other playground equipment. He prefers to stay in the playhouse and will interact with others if they are inside the house with him.

Present Level of Educational and Functional Performance
How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Drew has made some progress in the social/emotional domain this past year. He is able to initiate simple conversation with some adults and peers in the SSN room, but has difficulty generalizing these skills to the general education classroom and with typical peers. When he is in the general education classroom, he can be easily distracted both internally and externally, which affects his academic progress and his socialization with others. Drew works best with structure and consistency and is most successful when these are in place in his environment. He currently has a para with him when he is in the general education classroom to help him stay on task.

When Drew is in social situations, such as lunch, morning routine, or recess, he is able to follow the lead of another student, but is not able to initiate an interaction independently. He has improved with maintaining joint attention with a peer and with eye contact, but this is often directed and prompted by an adult. He appears more motivated to interact with other students than he has in the past, but continues to struggle with maintaining an appropriate conversation and with following social norms. When Drew is upset, it is more difficult for him to work with others and to complete his tasks. His successes often depend upon his emotional state.

☐ Not a current area of concern due to existing information (If appropriate, please check)

Social/Emotional Needs:
Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued

Improve independence with social interactions and academic work
Decrease anxiety
Increase reciprocal peer interactions and length of social exchanges

Douglas County School District Re 1 - Instructional Support Services
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(303) 387-0080

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Cognitive

Evaluations Administered/Date and/or Information Reviewed *Include adaptive behavior for student with suspected SLIC disability.*	Name of Evaluator	Date
	H. Redford, Ed.S.	04/29/08

The School Function Assessment (SFA) is used to measure a student's performance of functional tasks that support his/her participation in academic and social aspects in school grades K-6. The SFA is comprised of 3 parts:

Part 1-Participation. Examines a student's level of participation in 6 major school settings: regular or special ed classroom, playground/recess, transportation to/from school, bathroom, transition to/from class and mealtime.

Part 2-Task Supports. Examines the supports provided when the student performs school related activities. The 2 types of supports examined are: Assistance (adult help), and Adaptations (modifications to the environment) such as adapted materials or specialized equipment.

Part 3-Activity Performance. Examines the student's performance on specific school related functional activities. Activities include: Functional Communication, Memory and understanding, Following social conventions, Compliance with directives and school rules, Task completion, Positive interaction, Behavior regulation, Safety and Personal care awareness.

Drew was rated by his SSN one to one aid. Drew requires Extensive to Moderate assistance and adaptations on all cognitive/behavioral tasks with the exception of the memory and understanding area where he needs only minimal assistance and adaptations.

Drew is able to communicate yes/no, acceptance/refusal or a choice between two or more items with consistent performance. On the other hand, he rarely advocates for himself when he needs help with a functional academic tasks such as opening a container or where he would go if he were lost.

Drew's personal strength is in the area of memory and understanding. For example, he is able to remember daily routines and basic one step directions such as stop, come here and get book with consistent performance. Additionally, Drew cocsistently demonstrates an ability to follow a series of three or more related instructions (such as put things away, put on your coat, and line up).

Drew is inconsistent in the area of following social conventions. For example he will often use words such as please, thank you and sorry when appropriate but does not recognize how and when to communicate private matters such as a toileting accident.

Compliance with adult directives and school rules are significantly below that of same aged peers. While Drew generally will observe rules around movement around the classroom/school, when he is in a state of obsession/compulsion usually around timers and watches, he has difficulty responding to redirection and will not stop immediately when instructed to do so.

Drew requires significant assistance from others to maintain his safety, task completion, personal care and behavioral regulation.

The Universal Nonverbal Inteligence test (UNIT) was attempted with Drew. The examiner is not allowed to use words to demonstrate the tasks. While Drew picked up on many of the nonverbal gestures such as wait and begin, his attention to task and fleeting eye contact made his subtest score invalid.

5-15-05. Classroom observation, review of records, update of information from teacher, Kaufman Brief

Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 6914080767
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Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued

*Intelligence Test (K*BIT). In February of 2004, Drew's cognitive development was evaluated at the request of his mother and pediatrician (please see separate report). At that time, the Differential Ability Scale (DAS) was attempted but only partially successful. In the classroom, Drew's behavior and attention was nicely developed for familiar tasks and his behavior during testing was atypical for him, but indicative of being taken out of his routine and presented with novel tasks. Drew participated with the verbal items but his attention and behavior prevented completion of the nonverbal items. Verbally on the DAS, Drew's concept knowledge (Naming Vocabulary T = 33) was significantly stronger than his understanding of more abstract verbal information (Verbal Comprehension T=24) and his overall verbal thinking skills were significantly delayed for his age (Verbal SS = 64). Understanding relationships in pictures was challenging for Drew as well (Picture Similarities T=24). Drew's direct matching skills were strong but matching based on similarities or simple categories was a challenge for him. The Developmental Observation Checklist System (DOCS) was completed by Drew's teachers to determine the validity of the DAS. Drew's cognitive development, as reported by his teachers responses on the DOCS, continued to show a pattern of significant delay (SS=64) that was consistent with the DAS and approximated the 23 month age level. Although his scores were more indicative of a 2 year old, Drew's teachers felt that with facilitation and a familiar routine, his functioning in the classroom was more like a new 3 year old. Currently, Drew is functioning within the Below Average range of intelligence at the 8th percentile (SS=79) on the K*BIT. His true score should fall within the range of 69-89 with 95% accuracy. This is somewhat improved from his performance last year on the DAS and the DOCS, which may be attributed to his being on Ritalin. Drew's vocabulary knowledge was Below Average (SS=75), as were his nonverbal reasoning skills (SS=87). Although on Ritalin, Drew was extremely distractible during this assessment, which negatively impacted his performance. He appeared stressed to be out of his class and routine, often looking into the class and repeating whatever was being said in class. Even given his distraction, this appears to be a fairly accurate estimate of Drew's current level of thinking based on his classroom performance and teacher report.*

Present Level of Educational and Functional Performance

How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Drew's thinking skills are impacted by his language delays and attention. He learns and performs best within a structured and familiar routine given visual cues. Generalizing his skills to different settings continues to be challenging for him.

☐ Not a current area of concern due to existing information. (If appropriate, please check)

Cognitive Needs:

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

**Improve attention and verbal thinking.*

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Current Health Evaluation - Nurse

Evaluations Administered/Date and/or Information Reviewed *Include classroom observation other than classroom teacher.*	Name of Evaluator	Date
	W. Pepper RN BSN	04/13/09

4/13/09 Annual update. Information obtained from mother, Jennifer [redacted] as well as from files reviewed. See previous report below. Drew has been diagnosed with autism, ADHD, and severe allergies to nuts and peanuts. Currently, Drew's daily medications are Concerta and Lexapro. Epi pen jr has been prescribed to be given as needed for severe allergic reactions. Mother reports that the side effects he experiences from Concerta and Lexapro include diminished appetite and sleep disruptions. (Medications are per physician and subject to change without notice.) Distractibility, difficulty maintaining attention and focus and disruptive behaviors are areas of concern. Social interaction and communication issues persist. Se attached health care plans. W.Pepper RN BSN

4/28/08 Reviewed school records, IEP reports, and the health information update form completed by Jennifer [redacted] mother. No significant medical concerns reported regarding the pregnancy or Drew's birth. Mom notes that Drew experienced some speech delays. Drew has been diagnosed with Autism (2001) and ADHD (2005). He is currently taking Lexapro, Focalin and guanfacine daily. Mom reports that side effects Drew has experienced include some sleep disruptions. Mom also notes that Drew has some anxiety. Additionally, Drew has seasonal allergies. Drew has very good school attendance. Unable to screen for vision at school. No concerns in the classroom regarding vision. Hearing tested by district audiologist. K. Mueller RN,BSN

Present Level of Educational and Functional Performance:
How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Drew's symptoms of Autism including limited social interactions and ADHD including inattention and distractibility impact his ability to access the general curriculum. See IEP reports for current academic progress. Severe allergies to peanuts and nuts should not be a problem provided he avoids them.

☐ Not a current area of concern due to existing information (If appropriate, please check)

Health Needs:
Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

Drew needs to work on developmentally appropriate attention, social and communication skills in order to better access the general school curriculum

- Results of vision screening: *unable to test at school. No reported vision concerns*
- Results of hearing screening: _____
- Health care plan? *yes*
- How does it relate to the suspected disability? *see attached*

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Physical Motor/Other Health Related

Evaluations Administered/Date and/or Information Reviewed *Include classroom observation other than classroom teacher.*	Name of Evaluator	Date
	Denise O. Alford MS, OTR	*04/14/09*

Records reviewed including previous testing. Within the past year, Drew has been seen 1-2 days a week both individually and in a group to focus on his sensory processing, fine motor, visual motor, and gross motor skills. Drew has made some progress in all areas.

A variety of sensory strategies have been provided to the SSN staff and a demonstrated how to use them effectively. Drew has scheduled sensory breaks within his school days plus is provided with other sensory breaks as needed throughout the day. Drew will often seek deep pressure, neutral warmth, and chewing to reorganize himself internally. Some of his preferred activities are having a therapy ball rolled on him, wrapping himself in a sleeping bag, chewing thera-tubing, and joint compressions. At times, he will run to get the "equipment" without any prompting from the staff. Tasks that require more effort from Drew often cause him to be more off task and yelling out, having others question whether or not he uses sensory breaks as avoidance. Higher levels of anxiety negatively impact sensory processing and he will need more sensory input. Drew demonstrates the need for excessive amounts of sensory input in order to increase his ability to function within the academic setting. Every spring, Drew seems more disorganized and requires more sensory breaks and more intense sensory input. His sensory integration is evident in by his distractibility, constant need for fidgeting or movement, and need to touch things. Loud noises including in the cafeteria, parties, and assemblies can cause Drew distress and he will begin to wander or yell out.

Drew has fine motor and visual motor skills that are functional for the academic environment when he is able to focus on the paper for more than a few seconds at a time. He is very easily distractible and requires constant cue to look at what he is cutting or writing. The rate of speed at which he completes many tasks, is fast which negatively impacts his performance. When writing he is able to use uppercase and spaces appropriately, but legibility is variable with his attention. Drew is effective using a mouse and can hunt and peck to complete sentences. A word prediction program, Co-Writer, was introduced but he is more efficient keyboarding without it.

Drew has demonstrated an increase in his balance and motor planning this year along with a small increase in his postural control. In general he is very low tone, and at times lays on his desk but is able to maintain a more appropriate posture than previously.

Drew continues to benefit from direct occupational therapy services to improve his sensory processing, visual motor skills, and written communication/ keyboarding.

Present Level of Educational and Functional Performance
How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Providing structure improves Drew's performance in his motor activities. Attention to task impacts his ability to perform at his highest level. Drew benefits from sensory activities to help him organize himself internally. Since visual perception is a strength for him, using visual cues, picture schedules and cues to break the tasks down increases his performance.

Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

continued

☐ Not a current area of concern due to existing information (If appropriate, please check)

Physical Motor/Other Health Related Needs

Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?

Drew needs to improve his sensory skills and motor skills as related to academics

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Determination of Eligibility and Disability

(This section completed only for eligibility meetings)

Have sufficient and appropriate evaluations been completed, documented, or considered to determine the presence of an educational disability? ☒ Yes ☐ No

If not, obtain additional information and reconvene the meeting.

(This section completed only for eligibility meetings.)

Does the student have a disability as defined in the State Rules for the Administration of the Exceptional Children's Education Act? *(complete and attach appropriate checklist)* ☒ Yes ☐ No

If no, terminate the meeting.

(This section completed for all meetings.)
If the student has a disability, the disability is.
(If more than one disability is determined, the primary disability should be identified with a 1, the secondary disability with a 2.

- ☐ 01 Significant Limited Intellectual Capacity
- ☐ 03 Significant Identifiable Emotional Disability
- ☐ 04 Specific Learning Disability
- ☐ 05 Hearing Disability *(requires communication plan)*
- ☐ 06 Vision Disability *(requires literacy plan)*
- ☐ 08 Speech or Language Impairment
- ☐ 11 Preschool Child with a Disability

Physical Disability

- ☐ 14 Traumatic Brain Injury
- [1] 13 Autism
- ☐ 07 Other Physical Disability
  - ☐ Check if physical disability due to ADD/ADHD.

Multiple Disabilities

- ☐ 09 Deaf-Blind
- ☐ 10 Multiple Disabilities with Cognitive Impairment

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children.

Annual Goal: *1. The student will Demonstrate the ability to read and comprehend a variety of instructional-leveled texts, as measured by the following objectives:*

Standard/ Access Skill: *Language Arts, 4*

Short-term Objective: *a) Given text at an instructional level, Drew will read a passage and retell it in logical sequence.* Start: 04/14/09 End: 04/14/10

Checkpoint: *4 - 6 (4.2): Uses a variety of strategies (e.g., asking questions, drawing conclusions, using clues from text to support generalizations, distinguishing between fact/opinion and cause/effect) to comprehend narrative and expository text.*

Criteria: *>= 80 percent in 4 out of 4 consecutive trials*

Narrative:

Baseline: *>= 80 percent in 3 out of 4 consecutive trials with >= 5 verbal prompts*

Narrative: *Drew currently needs multiple prompts to retell a story. He often fixates on one detail of the story and answers all questions using that detail.*

Methods(s) of Measurement: *Written performance, Oral performance.*

Progress Reporting

Period End: *06/19/09* Level: *3* Status: *Will be continued (C).*
Comments: *Working hard on this objective. He is enjoying the Magic Tree House series.*

Period End: *11/12/09* Level: *3* Status: *Will be continued (C).*
Comments: *Drew is still working with the Magic Tree House series. His retell has become stronger due to the consistency of the series.*

Period End: *03/08/10* Level: *3* Status: *Will be continued (C).*
Comments: *Drew can tell the beginning and ending of a story but still needs prompts to understand "middle".*

Period End: *04/08/10* Level: *3* Status: *Is no longer appropriate (NA).*
Comments:

Short-term Objective: *b) Given a text at an instructional level, Drew will be able to answer why and how questions as it relates to the information read.* Start: 04/14/09 End: 04/14/10

Progress Key:
1. Skill / behavior is rarely or never demonstrated, therefore incomplete positive data is available.
2. Skill / behavior is inconsistent with frequent prompts and is below expectations of plan.
3. Skill / behavior is consistent over time with few prompts and meets expectations of plan.
4. Skill / behavior is generalized and transferred without prompts and is above expectations of plan.

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914090767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives (con't)

Checkpoint: *4 - 6 (4.2): Uses a variety of strategies (e.g., asking questions, drawing conclusions, using clues from text to support generalizations, distinguishing between fact/opinion and cause/effect) to comprehend narrative and expository text.*

Criteria: *>= 80 percent in 4 out of 4 consecutive trials*

Narrative:

Baseline: *<= 80 percent in 3 out of 4 consecutive trials with >= 5 verbal prompts*

Narrative: *Drew can make some predictions with lower level text. He has not begun making inferences in text.*

Methods(s) of Measurement: *Written performance, Oral performance.*

Progress Reporting

Period End: *06/19/09* Level: *3* Status: *Will be continued (C).*
Comments: *Still needing a lot of guidance with comprehension.*

Period End: *11/12/09* Level: *3* Status: *Will be continued (C).*
Comments:

Period End: *03/08/10* Level: *3* Status: *Will be continued (C).*
Comments: *Drew does better answering why in non-fiction literature. He still needs prompts to understand why in most stories he reads.*

Period End: *04/08/10* Level: *3* Status: *Is no longer appropriate (NA).*
Comments:

Short-term Objective: *c) Given an instructional level text, Drew will apply a variety of strategies to decode unfamiliar words.* Start: *04/14/09* End: *04/14/10*

Checkpoint: *4 - 6 (4.2): Uses a variety of strategies (e.g., asking questions, drawing conclusions, using clues from text to support generalizations, distinguishing between fact/opinion and cause/effect) to comprehend narrative and expository text.*

Criteria: *>= 80 successes in 4 out of 4 consecutive trials*

Narrative:

Baseline: *<= 50 successes in 3 out of 4 consecutive trials with <= 3 verbal prompts*

Narrative:

Methods(s) of Measurement: *Written performance, Oral performance, Demonstration/Performance.*

Progress Reporting

Period End: *06/19/09* Level: *3* Status: *Will be continued (C).*
Comments:

Period End: *11/12/09* Level: *3* Status: *Will be continued (C).*
Comments: *Currently we are working to break down words into syllables.*

Period End: *03/08/10* Level: *3* Status: *Will be continued (C).*
Comments: *When pushed Drew can sound out most of his words. He needs to believe he can and not*

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School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives (con't)

ask for the word before he tries.

Period End: 04/08/10 Level: 3 Status: Objective complete (OC).
Comments:

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children.

Annual Goal: *2. The student will improve writing skills as measured by the following objectives:*
Standard/ Access Skill: *Language Arts, 3*

Short-term Objective: *a) With a visual cue Drew will be able to write a 5 sentence paragraph with a beginning, 3 sentence body and conclusion sentence.* Start: 04/14/09 End: 04/14/10

Checkpoint: *K - 3 (3.1): (Organization/Content) Organizes single-paragraph writing in a manner that develops and supports main ideas with relevant details.*

Criteria: *>= 5 sentences in 4 out of 4 consecutive trials*

Narrative:

Baseline: *<= 5 sentences in 3 out of 4 consecutive trials with >= 5 verbal prompts*

Narrative:

Methods(s) of Measurement: *Written performance.*

Progress Reporting

Period End: *06/19/09* Level: *3* Status: *Will be continued (C).*
Comments: *This all depends on his desire!*

Period End: *11/12/09* Level: *3* Status: *Will be continued (C).*
Comments:

Period End: *03/08/10* Level: *3* Status: *Will be continued (C).*
Comments: *Drew has been working on pulling out details in his writing to give the reader a better picture.*

Period End: *04/08/10* Level: *3* Status: *Objective complete (OC).*
Comments:

Short-term Objective: *b) Drew will produce legible written work within the lines of standard notebook paper.* Start: 04/14/09 End: 04/14/10

Checkpoint: *K - 3 (3.3): (Conventions) Produces a legible product using conventions for writing such as punctuation, capitalization, standard spelling, and grammar.*

Criteria: *"4) Performs activity without support in 4 out of 4 consecutive trials*

Narrative:

Baseline: *"3) Performs activity with verbal/gestural cues"*

Narrative: *Drew currently needs mulliple reminders to produce legible writing within the lines.*

Methods(s) of Measurement: *Demonstration/Performance.*

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives (con't)

Progress Reporting

Period End: 06/19/09 Level: 3 Status: Will be continued (C).
Comments: Still needing a lot of prompts to stay in the lines.

Period End: 11/12/09 Level: 3 Status: Will be continued (C).
Comments: This depends on Drew's desire.

Period End: 03/08/10 Level: 3 Status: Will be continued (C).
Comments: Drew is capable of this if he desires.

Period End: 04/08/10 Level: 3 Status: Objective complete (OC).
Comments:

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Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children.

Annual Goal: *3. The student will communicate an understanding of number sense as measured by the following objectives:*

Standard/ Access Skill: *Mathematics, 1*

Short-term Objective: *a) Given a variety of coins and dollars, Drew will accurately count money up to $5.00 and then hand over the correct amount counted.* Start: 04/14/09 End: 04/14/10

Checkpoint: *4 - 6 (1.1): Understands value as it relates to positive rational numbers (e.g., 3/4, 1/3, 2/1, 0.75), including terminating decimals through hundredths, commonly-used fractions (i.e., halves, thirds, fourths, fifths, eighths, tenths), mixed numbers, and percents.*

Criteria: *>= 90 percent in 4 out of 4 consecutive trials*

Narrative:

Baseline: *>= 75 percent in 3 out of 4 consecutive trials with >= 3 verbal prompts*

Narrative: *Drew can count money with a variety of coins but is inconsistent.*

Methods(s) of Measurement: *Oral performance, Demonstration/Performance.*

Progress Reporting

Period End: *06/19/09* Level: *3* Status: *Will be continued (C).*
Comments: *Drew is doing well with adding money. He really enjoys it!*

Period End: *11/12/09* Level: *3* Status: *Will be continued (C).*
Comments:

Period End: *03/08/10* Level: *3* Status: *Will be continued (C).*
Comments: *Drew enjoys working with money and is doing a great job with it!*

Period End: *04/08/10* Level: *3* Status: *Will be continued (C).*
Comments:

Short-term Objective: *b) When identifying an object Drew wishes to purchase, he will be able to answer the question, "Is that enough?".* Start: 04/14/09 End: 04/14/10

Checkpoint: *4 - 6 (1.5): Uses oral/written language to communicate an understanding of number sense.**

Criteria: *>= 80 percent in 4 out of 4 consecutive trials*

Narrative:

Baseline: *<= 50 percent with >= 3 verbal prompts*

Narrative:

Methods(s) of Measurement: *Demonstration/Performance.*

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives (con't)

Progress Reporting

Period End: 06/19/09 Level: 2 Status: Will be continued (C).
Comments: Drew is just beginning to work on this objective.

Period End: 11/12/09 Level: 3 Status: Will be continued (C).
Comments: Drew needs a lot of prompts to accomplish this.

Period End: 03/08/10 Level: 3 Status: Will be continued (C).
Comments: Drew is can answer this question when it is asked in a paper/pencil task, however he struggles when it is a verbal cue. Often he is looking at the teachers face for the answer or a clue to the answer.

Period End: 04/08/10 Level: 3 Status: Will be continued (C).
Comments:

Short-term Objective: c) Drew will understand time related vocabulary and concepts as it realtes to the calendar. Start: 04/14/09 End: 04/14/10

Checkpoint: 4 - 6 (1.5): Uses oral/written language to communicate an understanding of number sense.*

Criteria: >= 80 percent in 4 out of 4 consecutive trials

Narrative:

Baseline: <= 70 percent in 3 out of 4 consecutive trials with >= 3 verbal prompts

Narrative: Drew will be working on the language associated with the calendar such us, "day before yesterday", "2 weeks from tomorrow", " on the 15th", etc.

Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting

Period End: 06/19/09 Level: 3 Status: Will be continued (C).
Comments:

Period End: 11/12/09 Level: 3 Status: Will be continued (C).
Comments:

Period End: 03/08/10 Level: 3 Status: Will be continued (C).
Comments: Again Drew is able to do this better in a paper/pencil task than verbally.

Period End: 04/08/10 Level: 3 Status: Objective complete (OC).
Comments:

Short-term Objective: d) Given an analog clock, Drew will be able to tell the correct time. Start: 04/14/09 End: 04/14/10

Checkpoint: 4 - 6 (1.5): Uses oral/written language to communicate an understanding of number sense.*

Criteria: >= 90 percent in 4 out of 4 consecutive trials

Narrative:

Baseline: >= 75 percent in 3 out of 4 consecutive trials

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives (con't)

Narrative: Drew needs to become more consistent and straighten his time skills.

Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting

Period End: 06/19/09 Level: 3 Status: Will be continued (C).
Comments: Drew is doing a good job with telling time. We are now working on using time in word problems.

Period End: 11/12/09 Level: 3 Status: Will be continued (C).
Comments:

Period End: 03/08/10 Level: 3 Status: Will be continued (C).
Comments: Drew is able to tell time. He needs to slow down and remember to look at the short/long hands and think what it means first.

Period End: 04/08/10 Level: 3 Status: Objective complete (OC).
Comments:

Short-term Objective: e) Given a word problem, Drew will be able to identify which operation (addition, subtraction, multiplication or division) to use to solve the problem. Start: 04/14/09 End: 04/14/10

Checkpoint: 4 - 6 (1.5): Uses oral/written language to communicate an understanding of number sense.*

Criteria: >= 80 percent in 4 out of 4 consecutive trials

Narrative:

Baseline: <= 75 percent in 3 out of 4 consecutive trials with >= 3 verbal prompts

Narrative: Drew is currently working on addition and subtraction.

Methods(s) of Measurement: Written performance, Oral performance, Demonstration/Performance.

Progress Reporting

Period End: 06/19/09 Level: 3 Status: Will be continued (C).
Comments: He is starting to understand using addition and subtraction in word problems but still needs assistance.

Period End: 11/12/09 Level: 3 Status: Will be continued (C).
Comments:

Period End: 03/08/10 Level: 3 Status: Will be continued (C).
Comments: Drew can apply addition and subtraction to word problems with prompts. He has not worked on multiplication or division.

Period End: 04/08/10 Level: 3 Status: Will be continued (C).
Comments:

Short-term Objective: f) Drew will learn his multiplication facts 6-10. Start: 04/14/09 End: 04/14/10

Checkpoint: 4 - 6 (1.3): Understands basic mathematical properties (e.g., 2 + [3 + 4] = [2 + 3] + 4, 12 ÷ 2 ' 2 = 12) and how they apply to whole and rational numbers.

Criteria: >= 85 percent in a time period of <= 10 min(s)

Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives (con't)

Narrative:

Baseline: <= 75 percent in a time period of >= 10 min(s)

Narrative: Drew currently knows 0-5 facts.

Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting

Period End: 06/19/09 Level: 3 Status: Will be continued (C).
Comments: He only wants to work on the ones he knows.

Period End: 11/12/09 Level: 3 Status: Will be continued (C).
Comments:

Period End: 03/08/10 Level: 3 Status: Will be continued (C).
Comments: Drew can do 6 and 10. He is slower at 7-9 and that frustrates him.

Period End: 04/08/10 Level: 3 Status: Will be continued (C).
Comments:

Short-term Objective: g) Drew will learn his division facts 0-5. Start: 04/14/09 End: 04/14/10

Checkpoint: 4 - 6 (1.3): Understands basic mathematical properties (e.g., 2 + [3 + 4] = [2 + 3] + 4, 12 + 2 ' 2 + 12) and how they apply to whole and rational numbers.

Criteria: >= 85 percent in a time period of >= 10 min(s)

Narrative:

Baseline: <= 50 percent

Narrative: Drew has not yet learned division.

Methods(s) of Measurement: Written performance.

Progress Reporting

Period End: 06/19/09 Level: 3 Status: Will be continued (C).
Comments: Just beginning...

Period End: 11/12/09 Level: 2 Status: Will be continued (C).
Comments: Have focused more on mastering multiplication.

Period End: 03/08/10 Level: 2 Status: Will be continued (C).
Comments: Still working on multiplication.

Period End: 04/08/10 Level: 2 Status: Will be continued (C).
Comments:

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children.

Annual Goal: *4. The student will demonstrate basic language and communication skills in order to access the general education curriculum as measured by the following objectives:*

Standard/ Access Skill: *Communication and Basic Language Skills*

Short-term Objective: *a) Drew will demonstrate understanding of temporal and position concepts contained in oral/written instructions, by successfully following the directions.*

Start: 04/14/09
End: 04/14/10

Checkpoint:

Criteria: *"4) Performs activity without supports." in 5 out of 5 consecutive trials*

Narrative:

Baseline: *"3) Performs activity with verbal/gestural cues"*

Narrative:

Methods(s) of Measurement: *Written performance, Oral performance, Demonstration/Performance*

Progress Reporting

Period End: 06/19/09 Level: 2 Status:
Comments: *Drew continues to need supports (up to 5 prompts) before he is able to follow the directions. With verbal reminders or gestural cues, his accuracy on recent trials was 50% & 60%.*

Period End: 11/12/09 Level: 3 Status: *Will be continued (C).*
Comments:

Period End: 03/11/10 Level: 3 Status: *Will be continued (C).*
Comments: *Drew has more success with directions containing certain concepts (next to, beside, around, through, underline, circle); he does continue to have difficulty with interpreting words which signal the sequence to follow (ex. before & after).*

Period End: 04/08/10 Level: 3 Status: *Objective complete (OC).*
Comments:

Short-term Objective: *b) Drew will relate information meaningfully to others by talking about daily activities or personal preferences in response to questions from adults or peers.*

Start: 04/14/09
End: 04/14/10

Checkpoint:

Criteria: *>= 9 occurrences in 9 out of 10 consecutive trials*

Narrative:

Baseline: *<= 3 occurrences*

Narrative:

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives (con't)

Methods(s) of Measurement: Oral performance.

Progress Reporting

Period End: 06/19/09 Level: 2 Status:
Comments: in progress; Drew can respond appropriately to adults following a scripted conversation about a preferred topic (computer game, free choice activity)

Period End: 11/12/09 Level: 2 Status: Will be continued (C).
Comments: Drew experiences difficulties with answering yes/no questions when the answer should be no. He tends to automatically answer yes to most questions, including, for example, "Do you have a sister?"

Period End: 03/11/10 Level: 3 Status: Will be continued (C).
Comments: Drew has shown growth during structured conversation practice with other students in the social/language group in terms of his ability to respond to questions from adults and peers. With prompting, he is able to turn to look at the speaker, and answer with an appropriate 1-2 word response.

Period End: 04/08/10 Level: 3 Status: Modified (M).
Comments:

Short-term Objective: c) Given opportunities for conversation, Drew will respond appropriately to preceding utterances from others by providing a relevant comment.
Start: 04/14/09
End: 04/14/10

Checkpoint:
Criteria: >= 5 successes, over the course of 1 week(s)

Narrative:

Baseline: <= 1 successes

Narrative:

Methods(s) of Measurement: Oral performance.

Progress Reporting

Period End: 06/19/09 Level: 2 Status:
Comments: In a small group setting, Drew has been observed to comment on other students' behavior/appearance, although he typically does not direct his comments to the person. At this time, he is not offering unprompted remarks in response to peers utterances.

Period End: 11/12/09 Level: 2 Status: Will be continued (C).
Comments:

Period End: 03/11/10 Level: 2 Status: Will be continued (C).
Comments: Drew does make spontaneous comments when conversing with others, but they are not typically linked to information that others have shared.

Period End: 04/08/10 Level: 2 Status: Modified (M).
Comments:

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Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children.

Annual Goal: *5. The student will improve his motor skills as related to academics as measured by the following objectives:*
Standard/ Access Skill: *Physical*

Short-term Objective: *a) Given the need for a sensory break, Drew will choose an appropriate activity when in the SSN room in order to reorganize himself*
Start: 04/14/09 End: 04/14/10
Checkpoint:
Criteria: *"3) Performs activity with verbal/gesturel cues" in 4 out of 5 consecutive trials*
Narrative:
Baseline: *"2) Participates with partial physical assistance"*
Narrative:
Methods(s) of Measurement: *Demonstration/Performance.*

Progress Reporting

Period End: *06/17/09*	Level: *3*	Status: *Will be continued (C).*	Comments:
Period End: *11/11/09*	Level: *3*	Status: *Will be continued (C).*	Comments:
Period End: *03/05/10*	Level: *3*	Status: *Will be continued (C).*	Comments:
Period End: *04/08/10*	Level: *3*	Status: *Objective complete (OC).*	Comments:

Short-term Objective: *b) Given the opportunity, Drew will keyboard effectively- when typing for 5 minutes or longer he will increase the average number of words that he types*
Start: 04/14/09 End: 04/14/10
Checkpoint:
Criteria: *>= 3 words in a time period of <= 1 min(s) in 3 out of 4 consecutive trials*
Narrative:
Baseline: *>= 1 word in a time period of <= 1 sec(s)*
Narrative:
Methods(s) of Measurement: *Demonstration/Performance.*

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives (con't)

Progress Reporting

Period End: 06/17/09	Level: 2	Status: Will be continued (C).	
Comments: very inconsistent,			
Period End: 11/11/09	Level: 3	Status: Will be continued (C).	
Comments:			
Period End: 03/05/10	Level: 3	Status: Will be continued (C).	
Comments:			
Period End: 04/08/10	Level: 3	Status: Objective complete (OC).	
Comments:			

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children.

Annual Goal: *6. The student will increase independence as measured by the following objectives:*

Standard/ Access Skill: *Self-Advocacy / Self-Determination*

Short-term Objective: *a) Drew will independently follow along with morning and afternoon routines of packing and unpacking his backpack.* Start: 04/14/09 End: 04/14/10

Checkpoint:

Criteria: *"3) Performs activity with verbal/gestural cues" in 4 out of 5 consecutive trials in multiple environment(s)*

Narrative: *May use visual cues.*

Baseline: *"1) Participates with maximal physical assistance" in 2 environment(s)*

Narrative:

Methods(s) of Measurement: *Demonstration/Performance.*

Progress Reporting

Period End: *06/19/09* Level: *2* Status: *Will be continued (C).*
Comments: *Drew still struggles to be independent in his morning routines.*

Period End: *03/08/10* Level: *3* Status: *Will be continued (C).*
Comments: *Drew is able to follow the class morning routine with 1 to 2 cues.*

Period End: *04/08/10* Level: *3* Status:
Comments:

Short-term Objective: *b) Using a work system Drew will increase his independent work time in a non preferred assignment.* Start: 04/14/09 End: 04/14/10

Checkpoint:

Criteria: *"3) Performs activity with verbal/gestural cues" in a time period of >= 10 min(s) in 1 environment(s)*

Narrative:

Baseline: *"1) Participates with maximal physical assistance" in a time period of <= 10 min(s)*

Narrative:

Methods(s) of Measurement: *Demonstration/Performance.*

Progress Reporting

Period End: *06/19/09* Level: *3* Status: *Will be continued (C).*
Comments: *Is sitting down and doing work, but will often not read directions or do his work incorrectly*

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 69140907[illegible]7
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives (con't)

just trying to finish.

Period End: 03/08/10 Level: 2 Status: *Will be continued (C).*
Comments: *Drew does not put forth effort to try non-preferred work unless he is cued to do so and is reminded every few minutes.*

Period End: 04/08/10 Level: 2 Status: *Will be continued (C).*
Comments:

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914060767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of nondisabled children.

Annual Goal: *7. The student will improve social skills as measured by the following objectives:*
Standard/ Access Skill: *Inter- / Intrapersonal*

Short-term Objective: *a) Drew will respond appropriately to another peer or adult when they greet him.* Start: *04/14/09* End: *04/14/10*
Checkpoint:
Criteria: *"3) Performs activity with verbal/gestural cues" in multiple environment(s)*
Narrative:
Baseline: *"1) Participates with maximal physical assistance" in multiple environment(s)*
Narrative:
Methods(s) of Measurement: *Demonstration/Performance.*

Progress Reporting

Period End: *06/09/09* Level: *3* Status: *Will be continued (C).*
Comments: *Drew is able to look in the direction of a peer/adult who is talking to him when prompted. We will continue to work on his response to a peer/adult.*
Period End: *11/09/09* Level: *3* Status: *Will be continued (C).*
Comments: *Drew is continuing to improve his gaze upon with adults when spoken to. Drew has also improved his ability to respond to others when prompted.*
Period End: *03/04/10* Level: *3* Status: *Will be continued (C).*
Comments: *Drew is beginning to turn and find the speaker, as well as beginning to understand there are rules with talking with others.*

Short-term Objective: *b) Drew will learn socially appropriate behaviors for the school environment such as, following social norms, waiting for a response when he initiates, etc...* Start: *04/14/09* End: *04/14/10*
Checkpoint:
Criteria: *"3) Performs activity with verbal/gestural cues" in multiple environment(s)*
Narrative:
Baseline: *"1) Participates with maximal physical assistance" in 1 environment(s)*
Narrative:
Methods(s) of Measurement: *Demonstration/Performance.*

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Academic/Functional Goals and Objectives (con't)

Progress Reporting

Period End: 06/09/09 Level: 3 Status: Will be continued (C).
Comments:

Period End: 11/09/09 Level: 3 Status: Will be continued (C).
Comments:

Period End: 03/04/10 Level: 3 Status: Will be continued (C).
Comments: Drew is making progress on this goal. He shows times when he follows social norms such as waiting for a response. He does a nice job with turn taking as well.

Short-term Objective: c) Drew will comment or ask a question with a familiar peers with two to three exchanges.
Start: 04/14/09
End: 04/14/10

Checkpoint:

Criteria: "2) Participates with partial physical assistance" in multiple environment(s)

Narrative: Would like for Drew to generalize this skill to his classroom peers and onto the playground.

Baseline: "1) Participates with maximal physical assistance"

Narrative: Drew currently needs maximal prompting outside of his SSN room to complete one interaction with a peer.

Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting

Period End: 06/09/09 Level: 3 Status: Will be continued (C).
Comments: On the playground, Drew is doing better with his peers in conversations. With prompting he is beginning to have one to two exchanges with a peer.

Period End: 11/09/09 Level: 3 Status: Will be continued (C).
Comments: Drew is able to have up to three exchenges with familiar peers with and without prompting.

Period End: 03/04/10 Level: 3 Status: Will be continued (C).
Comments: Drew continues to do this with familiar peers. He has responsed to peers from his classroom with minimal prompting, i.e, turn and looking at person, agreeing to play with them.

Douglas County School District Re.1 - Instructional Support Services
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914060767
School of Attendance: Summit View Elementary Date of Meeting: 04/14/09

Special Education, Related Services & Supplementary Aids/Services

Accommodations / Modifications:

Describe the unique accommodations/modifications necessary for the student to participate in the general education curriculum, as well as, nonacademic and extra curricular activities considering the identified needs of the student.

Systematic instructional techniques including visual work systems and schedules, movement and sensory breaks, clear rewards for meeting expectations or finishing work, clear consequences for undesired behavior

Service Delivery:

Specific services needed to address goals and objectives:
Significant support needs classroom with instruction from a special education teacher, speech/language therapy, occupational therapy, and mental health support.

Special Education Services:

	Service Coordinator	#2	#3	#4	#5
Type of service provider (assignment)	SSN/para	OT staff	MH	SLP/SLPA/E	
Projected beginning date of service	04/14/09	04/14/09	04/14/09	04/14/09	
Projected ending date of service	04/14/10	04/14/10	05/14/10	04/14/10	
	Hours of Special Education Services per Week by Service Provider				
Indirect (consultation)			0.25		
Integrated services in general classroom	19.5				
Direct outside general classroom	13	0.5	0.5	1	
Total hours by provider	32.5	0.5	0.75	1	

Note: Level Matriculation info provided on Comments page.

Other IEP Services:

(such as supplementary aids and services)	Description	Hrs per week
Parent Follow-up Activities		
Preschool Integrated Education Program		

Does the student require:

Special transportation?	☐ Yes	☒ No
A literacy/modality plan? (For Vision Disability)	☐ Yes	☒ No
A communication plan? (For Hearing Disability)	☐ Yes	☒ No
A behavior plan?	☒ Yes	☐ No
A health care plan?	☒ Yes	☐ No
Assistive technology? (If yes, describe):	☐ Yes	☒ No

Extended School Year? ☐ Yes ☒ No ☐ To be determined by: _____
(Rationale for decision)

Drew is attends a 4 track school and therefore currently does not show regression.

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620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] *Endrew Robert* LASID: *122955* SASID: *6914080767*
School of Attendance: *Summit View Elementary* Date of Meeting: *04/14/09*

Special Education, Related Services & Supplementary Aides/Services

Recommended Placement in Least Restrictive Environment (LRE):

How much time is student only with students with disabilities? *37% or as behavior allows*

Setting Code: *302 Inside the Regular Class 40% to 79% of the Time*

Why? *This setting best meets his needs & allows him to receive maximum benefit in the LRE.*

Involvement of Student in State and District Assessments:

(a) What state and district assessments of student achievement will the student be taking?

☐ CSAP ☒ CSAP-A ☐ Other: _____

(b) What accommodations, if any, will be provided to the student related to the administration of the assessments of student achievement?

All accommodations in this IEP and allowed by the assessment tool. May include, one on one instruction, simplify verbal directions as allowed per test design, written directions/picture cues as allowed

(c) If the student will not participate in said assessments, why not?

(d) How will the student be assessed?

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(303) 387-0080

Legal Name of Child/Student: [redacted] *Endrew Robert* Date of Meeting: *04/14/09*
Birthdate: [redacted] C.A.: [redacted] LASID: *122955* SASID: *6914080767*

Determination of Disability

DEFINITION: A child with a physical disability shall have a sustained *illness or disabling physical condition* which prevents the child from receiving reasonable educational benefit from general education.

A sustained illness means a prolonged, abnormal condition requiring continued monitoring characterized by limited strength, vitality, or alertness due to chronic or acute health problems and a disabling condition means a severe physical impairment. Conditions such as, but not limited to, traumatic brain injury, autism, attention deficit disorder and cerebral palsy may qualify as a physical disability, if they prevent a child from receiving reasonable educational benefit from general education.

Criteria for a physical disability preventing the child from receiving reasonable educational benefit from general education should be dependent upon the child's diagnosis and degree of involvement in the regular school setting as characterized by any of the following:

The child's chronic health problem or sustained illness requires *(check those that apply)*

- ☐ continual monitoring,
- ☐ intervention, and/or
- ☐ specialized programming

In order to accommodate the effects of the illness so as to reasonably benefit from the educational program.

The child's physical disability interferes with: *(check those that apply)*

- ☐ ambulation,
- ☒ attention,
- ☐ hand movements,
- ☒ coordination,
- ☒ communication,
- ☒ *self-help skills, and*
- ☒ other activities of daily living

to such a degree that it requires: *(check those that apply)*

- ☒ special services,
- ☐ *equipment, and/or*
- ☐ transportation.

REQUIRED FOR DETERMINATION OF A PHYSICAL DISABILITY.

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Form F.8

Douglas County School District Re.1 - Instructional Support Services
620 Wilcox St, Castle Rock, CO 80104
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Legal Name of Child/Student: [redacted] *Endrew Robert* Date of Meeting: *04/14/09*
Birthdate: [redacted] C.A.: [redacted] LASID: *122955* SASID: *6914080767*

INDIVIDUAL LITERACY PLAN / COLORADO BASIC LITERACY ACT SUGGESTED PARENT/FAMILY INTERVENTIONS

The following suggested checklist of parent/family literacy interventions are not required by Special Education law, but are based upon Colorado Basic Literacy Act (CBLA) requirements:

Elementary School Level

Primary Level: Parent privides support outside the school day.

- ☐ Read to the child each day.
- ☒ Read with the child each day.
- ☒ Talk with the child about what they are reading and/or watching.
- ☒ Encourage child to use reading for a variety of reasons (recipes, lists, etc.).
- ☒ Write for a variety of reasons (cards, letters, journals, etc.).
- ☐ Practice alphabet letter identification and letter sounds with the child.
- ☒ Practice reading high frequency word cards with the child.
- ☐ Monitor the child's homework.
- ☐ Other:
  frequent repetition with favorite texts

Intermediate Level: Parent provides support outside the school day.

- ☐ Read to the child each day.
- ☐ Read with the child each day.
- ☐ Talk with the child about what they are reading and/or watching.
- ☐ Encourage child to use reading for a variety of reasons: recipes, newspapers, magazines, lists, letters, etc.).
- ☐ Monitor the child's homework.
- ☐ Attend parent/teacher conferences.
- ☐ Provide additional support in the following ways:

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DRAFT

Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Implementation Date: Draft

Behavior Intervention Plan

Contributors to Plan:

Amy Holton, SSN Teacher; Robin Kessel, Speech and Language Therapist; Monica Ritzdorf, COTA ,Kathy Lennan, Occupational Therapist; Nicole Breuer, Social Worker

Background Information:

Drew has a diagnosis of Autism with ADHD; he is currently taking the following medications to regulate his behavior: Lexapro 20mg, Concerta extended release 54mg and 36 mg (equals 90 mg), and Intuniv 4mg. Per Mrs. [redacted] report, all medications are given in the morning just before coming to school. The addition of the Intuniv medication began in February of 2010. The Concerta has been increased over time since the third grade. Drew has been served in the general education and SSN classrooms for the 2009/2010 school year. He has made growth in many domains. For example, Drew is able to express some simple emotions (happy, mad) and he is able to take turns playing a game with others. Drew is also beginning to look towards the person talking and he is responding with a one word greeting. According to the SSN teacher, when Drew is supported by a para in his general education classroom he can become dependent on the para that is with him. There have been efforts to aid Drew in recognizing his general education teacher as the lead adult to reference when in his classroom Drew continues to first reference his para prior to his general education teacher. Drew is able to use a limited variety of language skills. He is able to answer simple, direct questions with simple direct answers. He has made some growth ,with prompting, to ask a question of a peer based on a specific topic of information. Drew also uses language that he echoes from computer games, television, and movies. This can be spontaneous language and may or may not be related to the subject at hand. When Drew becomes frustrated in the school environment, he has a tendency to display behaviors that are disruptive to his and others learning environments. This plan was drafted after Stacey Struessel, behavior specialist received consent from Mrs. [redacted] to be involved. The outcome for this plan was to address the behaviors exhibited by Drew when he appears agitated and /or anxious in the educational environment. An initial draft was formulated in April 2010. A meeting was held on 12/15/10 with parents and additional team members to update the plan. At this point, there has not been an opportunity to implement this plan as Drew was withdrawn from Douglas County School District on May 7th, 2010.

Concerning Behaviors:	Frequency:	Duration:
Climbing furniture	*During episode of bx.*	*Less than 1 min.*
Scripted falling off furniture (chair when seated, walking up the ramp, then says "oh, baby.")	*During episode of bx-to daily.*	*Less than 1 min.*
Hitting computer/TV screens	*Repetitive once starts.*	*Less than 1 min./ every 30 s. to 1 min.*

These behaviors occur when Drew begins an

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Implementation Date: Draft

Behavior Intervention Plan

episode of bx//beginning at 8:40-10am or 10:30

Seeks punishment by: (asking others to spank him, including mom)	Either onset or during a bx. episode.	Less than 1 min.
Yelling/screaming (I hate you)	Multiple x /wk.	Intermittent throughout an episode.
Scripted dumping behavior	During bx episodes.	
Kicking people Kicking walls	Two times per episode. Multiple x within an episode	1-3 times a week until he completes his script. Less than 1 min.
Head banging	Multiple x within an episode.	1-3 min.

Function/Motivation for Behavior:

Drew is a student who appears to be displaying behavior due to avoidance of expectations in the school environment that he perceives as difficult regardless of the subject area. It seems Drew may not fully understand the "purpose" behind the assignments asked of him. The team is questioning sensory processing difficulties as a function for behavior due to Drew appearing to look agitated/"crawling out of his skin" at times. This is evidenced by "Drew laying on the floor, picking at his shoes, pulling at his clothes, being in constant movement." Finally, the team is also questioning communication as a function for behavior, due to Drew's limited ability to express his needs or wants.

Behavior Goal 1:	Criteria:	Criteria Narrative:
Recognize early signs of frustration/anxiety and engage in appropriate coping strategies.	No data collection criteria specified.	

Behavior Goal 2:	Criteria:	Criteria Narrative:
Drew will request basic wants and needs when calm by using verbal or gestural cues.	"3) Performs activity with verbal/gestural cues" in a time period of <= 10 min(s) in 2 environment(s)	Drew will be able to state a want or need when asked.

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Implementation Date: Draft

Behavior Intervention Plan

Environmental / Preventative Strategies:

What:	Staff Responsible:
Consistent/structured morning routine	SSN staff
Quiet introduction to school (soft lighting, soft music, SSN room)	SSN & Support staff
Sensory breaks at home	Parents
Front loaded sensory breaks at school	OT/SSN & support staff
3 smiley faces/checks/dollars/stars:eams reward (visual schedule)	All staff
Written directions to reduce auditory	All staff
Positive verbal reinforcement	All staff
Clear directions - no more than one step at a time	All staff
Reduce expectations of Drew until 10am	All staff
Re-enforce Drew is "safe" at school	SSN staff
Social stories	All staff
Access to visual 5 point scale for reference	MH/SSN staff

Direct Teaching of Needed Skills:

What	Staff Responsible:
Joint attention and anticipation of opportunities with people	MH/ SSN staff
Provide script (& pre-teach) for what to do when upset	MH/SSN staff
Identification of emotional states (Alert or 5 -point scale)	MH/OT
Prompting Drew to ask for assistance when needed for basic needs/wants	All staff

Teachable Moments / Responses to Behaviors:

When Student Does This:	Staff Will Do This:
Shows anxiety by:	**Be supportive by:**
Ignores adult directions	Engage Drew in conversation, allow for sensory
Does not say "Hi"	break & allow him choice of sensory task.
Eyes dart	Set up situation for him to be successful.
Body becomes rigid, racing heart	Ask him, "What do you want to learn today?"
Unresponsive and runs own agenda	Alter environment: soft lights and music.
Does not follow routine/exhibits refusal behaviors	Decrease expectations until resolved.
Enters classroom and goes everywhere but desk	
Shows defensiveness by:	**Be directive by:**
Goes under desk	Use white boards to communicate
Screams/Yells	Clear room, or get Drew to safe area
Eyes look around room	Allow Drew to run through his scripted behavior
Increased scripting, shouts "Wait"	Attempt to figure out what is important to him at
No communication of any needs	moment and what he needs- offer it.
Scripted/pattered behaviors	Use Drew's vocabulary, help learn he can earn it

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Implementation Date: Draft

Behavior Intervention Plan

(dumping, climbing, falling down)
Self Injurious behaviors (head banging/kicking)

Enters Tension Reduction:
Laying on bean bag
Apologizes to adult
Exhausted self

and then redirect him by, "What do you want to earn, make a good choice, earn 3 happy faces (obtained within 15 minutes) and you can do ."

Create Therapeutic Rapport by:
Find way to re-engage him in school or play.

Other Information / Actions To Be Taken:

Follow up questions for parents/ongoing assessment:
Anxiety vs. medication side effects?
Avoidance vs. anxious behaviors?
What triggers lead to avoidance or anxious behavior?
What is the tie between morning routine and medication side effects & transition to school?
What is a "typical" routine at home in the morning?
What opportunities has Drew had to practice social interactions outside of the school environment?

Implementation Date: Draft Follow-up Meeting:

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Douglas County School District Re.1 - Instructional Support Services
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

Legal Name of Student: [redacted], Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Implementation Date: 04/25/09

Behavior Intervention Plan

Contributors to Plan:
Amy Holton (SSN teacher), Jennifer [redacted] (Mother), Rochelle Evans (school psychologist), Nicole Breuer (social worker)

Background Information:
Drew has been diagnosed with Autism and ADHD; he is currently taking medications to help him regulate his behaviors. Drew has been in the SSN classroom this past year and has made growth in many domains, but has also become somewhat dependent on the SSN paras in the general education classroom. As Drew moves through the next school year (4th grade), it is important that he begin to see the general education teacher as the lead adult to reference. Drew is able to use a limited variety of language skills. He is able to answer simple, direct questions with simple direct answers, but will also use language that he echos from computer, television, and movies. This can be spontaneous language and may or may not be related to the subject at hand. When Drew becomes frustrated in the classroom, he has a tendency to yell out and can sometimes wander out of his seat. This behavior plan is being implemented to address those behaviors.

Concerning Behaviors:	Frequency:	Duration:
Drew yells out when frustrated	*3-4 times a week*	*until removed from class*
Drew gets out of his seat and wanders around the classroom	*daily*	*until redirected by an adult*

Function/Motivation for Behavior:
Reduction of anxiety
Avoidance

Behavior Goal 1:	Definition of Success:	Measures of Progress:
Drew will use appropriate volume in the classroom	*Increased time in the general education classroom*	*Teacher/staff report*

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914060767
School of Attendance: Summit View Elementary Implementation Date: 04/25/09

Behavior Intervention Plan

Behavior Goal 2:	Definition of Success:	Measures of Progress:
Drew will reduce the time spent walking around the classroom	Increased time in seat	Teacher/Staff report

Environmental / Preventative Strategies:

What:	Staff Responsible:
Positive verbal and tangible (smiley faces) reinforcement, OT strategies, clear directions, structured routine, consistency, provide written instructions/rules for task or targeted time period which Drew can reference during worktime	All

Direct Teaching of Needed Skills:

What:	Staff Responsible
Give Drew appropriate words to use when frustrated Increase frustration tolerance	MH, SSN teacher and peras, classroom teacher, administration.

Teachable Moments / Responses to Behaviors:

When Student Does This:	Staff Will Do This:
When Drew becomes fidgety, darts his eyes, and/or says, "try again!"...	...quickly provide more positive reinforcement and notice all positives on paper with smiley faces to help him calm back down
talks about movies or other media...	...briefly acknowledge what Drew is saying and then redirect him to his assignment
Yells out in class...	...have Drew write related sentences in an area near his classroom and then go back to class to complete assignment
Asks for a break during work time...	...acknowledge request, praise him for asking appropriately, affirm that he can have a break AFTER he finishes his work.

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Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 6914060767
School of Attendance: Summit View Elementary Implementation Date: 04/25/09

Behavior Intervention Plan

Other Information / Actions To Be Taken:

When in doubt, if Drew is exhibiting behaviors not mentioned in behavior plan, staff should allow Drew only what they allow other students (e.g. if Drew begins to wander the room and remove items from counters or desks, he needs to be redirected as other students are and asked to return things to where he found them).

Implementation Date: Apr 25, 2009 Follow-up Meeting: _____

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Douglas County School District Re.1 - Instructional Support Services
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Andrew Robert | LASID: 122955 | SASID: 0914080767
School of Attendance: Summit View Elementary | Date of Meeting: 04/14/09

Comments

1. 04/16/09 Kessel, Robin - Mrs. [redacted] requested additional time to review the proposed goals and objectives before Drew's draft IEP is finalized. She agreed to waive her right to have his IEP finalized within three days of his IEP meeting.

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Douglas County School District Re.1 - Special Education Department
620 Wilcox St. Castle Rock, CO 80104
(303) 387-0080

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Date of Meeting: 04/13/10

Individualized Education Program (IEP) for: [redacted] Andrew Robert

Student Information

DOB: [redacted]	LASID: 122855	SASID: 6914080767	Medicaid #:
Home School: Summit View Elementary		School of Attendance: Summit View Elementary	
Grade: 4 Track: Mod.		Ethnicity: White (not Hispanic)	
Age: 10yrs 6mos Gender: M		English Language learner? ☐ Yes ☒ No	

Parent Information

Parent/Guardian	Parent/Guardian
Last Name: [redacted]	Last Name: [redacted]
First name: Joe	First Name: Jennifer
Address: [redacted]	Address: [redacted]
City: [redacted]	City: [redacted]
State: [redacted] Zip: [redacted]	State: [redacted] Zip: [redacted]
Home Phone: [redacted]	Home Phone: [redacted]
Work Phone:	Work Phone: [redacted]
Relationship to Student: Father	Relationship to Student: Mother
Primary Language: English	Primary Language: English

Special Education Information

Date of Initial Eligibility Meeting: 06/25/02 (month/day/year)

Date of Last IEP Review: 04/14/09 (month/day/year)

Date of Next Eligibility Meeting: 04/29/11 (month/day/year)

Date of Next Annual Review: 04/13/11 (month/day/year)

Reason for Meeting: ☐ Initial ☐ Triennial ☒ Annual ☐ Other:

Primary Disability: Physical Disability / Autism

Setting Code: 303 (L.M.41)

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EXHIBIT 4

Douglas County School District Re.1 - Special Education Department
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 122955
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Participants in Meeting

Initials indicate participation only.

The following participants must be in attendance:
(please print name and initial if you are in attendance at the meeting.)

Jennifer [redacted] — Student's Parent/Surrogate Parent *(unless parent decided not to attend)*

[signature] — Student's Parent *(unless parent decided not to attend)*

I have received my "Procedural Rights" within the last calendar year: [signature] (Parent initials)

Robin Kessel RK — Special Education Director/Designee

Amy Holton AH — Special Ed. Teacher / S/L Pathologist

Kathryn Reoh KR — General Education Teacher *(if the student is or may be participating in the general education environment)*

Student *(when appropriate)*

Kori McCabe — Building Principal / Designee *(for eligibility only)*

Interpreter *(when appropriate)*

Others with knowledge and expertise regarding this student:

Robin Kessel RK — Speech / Language Pathologist

School Nurse

Katherine Lennen KL — Occupational Therapist

Physical Therapist

School Psychologist

Nicole Brewer NB — School Social Worker

Audiologist

School Counselor

Jeff Konrade-Helton — Other *(specify area represented)* Advocate

Other *(specify area represented)*

Non-Attendee

Non-Attendee

Non-Attendee

Non-Attendee

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Douglas County School District Re.1 - Special Education Department
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Background/Historical Data

(Family and medical history, patterns of strength/weaknesses in academic, social/emotional/behavioral functioning)
No updated information in the areas of family, health (see nurse's report). Jennifer's main request is more support in the areas of mental health. Because Drew is a sensory child, she suggests a recess group where upon he could sign up with one buddy per week to play with. This would need to be monitored by an adult. He enjoys physical sensory type things such as hide and seek or playing the game tag. All of his interactions would not need to be question driven with his peers. The focal point would be the involvement/ interactions at recess.

Also, if the schedule permits, Drew could follow recess with the same buddy or buddies to have lunch. Again this would need to be guided by an adult to foster conversation (most likely about the events of recess). Repetition will be key for Drew to establish a social routine.

Mental health support could also include a small group inside upon focusing on eye contact, turn-taking, game-playing and even possible social stories.

05/20/05
Home visit with Mrs. [redacted] record review, team consultation Drew has been attending preschool at the Rock Canyon site 4 days/wk and enjoys going to school. This is Drew's third year with the preschool program. Mrs. [redacted] continues to be pleased with Drew's developmental progress. He is typically using 3 word phrases (and some 4 word phrases) to convey his needs/wants (e.g., "mommy, sit down"). Drew's mom feels the ideas that he is able to verbalize have expanded and become more complex. He is also doing more verbal commenting during his play. In the area of language, the [redacted] top current priority is Drew's articulation errors which increase when he is excited and talking rapidly. Drew seems to be more receptive to interactions with peers and now his family would like to see him using his language in these social interactions. Drew continues to enjoy and do well with gross motor activities and has less interest in the fine motor activity of writing. Drew is able to write his name and draw some simple shapes; his mom remains concerned about his tool grip. Drew continues to participate in private treatment that includes 9 hrs/wk of home training and 3 hrs/wk of an integrated play group with Annette Nunez. Since 10/04 Drew has been taking Ritalin and his mom feels it has decreased his impulsivity and improved his body control. The Vineland Adaptive Behavior Scales was completed with Mrs. [redacted] to assess Drew's adaptive skills and yielded the following results:

DOMAIN	STANDARD SCORE	PERCENTILE RANK	ADAPTIVE LEVEL
Communication	72	3	Mod. Low
Daily Living Skills	64	1	Low
Socialization	68	2	Low
Motor Skills	84	14	Mod. Low
Overall Composite	66	1	Low

Drew's overall adaptive skills are at the 1st percentile when compared to peers which is consistent with a diagnosis of Autism Spectrum Disorder. Mrs. [redacted] has noticed some increased rigidity from Drew recently around having to take the same route to school and get out of the car on a specific side and hopes he can gain some more flexibility. Mrs. [redacted] is eager to learn more details about Drew's transition to kindergarten including what steps can be taken to increase Drew's success in his process and what schedule will be utilized to help him with the routine in the new setting. The [redacted] have been terrific advocates for Drew's educational needs and proactive in utilizing school, private and community resources to support Drew's

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Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

progress.

Current Instructional Plan
(Include interventions implemented e.g., frequency, duration, grouping; instructional strategies used)
Typically Drew spends 3.2 hours in his general educat... setting per day. This time fluxuated depending on Drew's behavior. His time in general education is spent in his classroom and attending specials, and recess/lunch with his peers. Drew attends all but 30 minutes of his time in general education with a paraeducator. Drew has benefitted from attending his class in the mornings where he takes part in the morning routines. He also uses part of this time to work on name/face recognition of his classmates and take part in a scripted daily conversation with his general education teacher. The 30 minutes of unsupported time is during class read aloud/snack. Drew also attends his class for social studies and science. The last 30 minutes of the day are also spent in the general educaton classroom where Drew uses his earned computer time and particlpates in the packing up routine of the class. The rest of Drew's day is spent in the self-contained SSN room. Drew benefits from the lower ratio of students and the 1on 1 instruction of the SSN program. Drew also needs opportunities for sensory breaks, small group instruction in social skills and classroom behavior, and an opportunity to work on organization, self help and independent skills. Drew also receives Speech Language services for and hour a week, OT for 30 minutes a week and mental health for 30 minutes per week.

Evaluations Administered/Date/and/or Information Reviewed

Classroom Observation (Other than classroom teacher)	Evaluator	Date of Evaluation
	Nicole Breuer, LCSW	*Apr 6, 2010*

On Tuesday, April 6, an observation of Drew in his general education classroom occurred. The class was involved in group work and students were focused on the document camera at the front of the room. The teacher was reviewing student writing as a class. It was noted the students in the class were involved in the activity. They were participating by listening, making comments, and observations. During this observation Drew was seated at his desk quietly. He was coloring on a piece of paper with markers. When the teacher asked a question of the class, Drew would look up and look around the classroom, and then when another student began talking, Drew would refocus on either his drawing, or his marker. At times it was noted Drew would look up and reference the room and re engage with his activity without participating in the group work. During this observation, Drew sat quietly at his desk, he was respectful of his peers learning environment. He did not disturb others. He swung his feet back and forth, took the marker cap on and off, and picked at his fingers.

Academic Skills	Evaluator	Date of Evaluation
	Amy Hollon, SSN Teacher	*Apr 8, 2010*

Reading: Drew does best when reading with a 1 to 1 ratio. He continues to need support for comprehension and retelling. Drew's ability to word call remains higher than his ability to comprehend. Drew needs visual aides to help with comprehension.

Writing: Writing tasks have to be broken down into small steps using visual support. Drew often needs a great deal of prompts to write. This is best accomplished in a 1 on 1 setting.

Math: This area continues to be a strength for Drew. He is strong with his computation skills and often used this as a way to calm down. As more language, reasoning, and problem solving is introduced into the math curriculum, Drew continues to need more support. He continues to work on word problems and life skills math.

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Communication Skills	Evaluator	Date of Evaluation
	Robin Kassel, MA CCC-SLP	Apr 8, 2010

Current information is based upon:
File Review
Observation
Data Collection/Informal assessments
Consultation with Staff

Drew's difficulties with communication are primarily in the areas of social/pragmatic language skills. He has learned to consistently greet adults and classmates, but typically does not extend conversation beyond that level. Drew will respond to scripted conversational exchanges with verbal prompting, but struggles with spontaneously responding to questions or preceding utterances from others. Drew is most successful when interacting with familiar adults. Spontaneous peer interactions remain challenging for him. When Drew does spontaneously make comments or respond to questions, his remarks are often off-topic, and reflect whatever is on his mind at that moment. When asked Yes/No questions, Drew's instinct is to answer "Yes", even when a "No" answer is appropriate (ex. "Do you have a sister?"). Giving Drew choices to select from when answering WH questions increases his level of success. Drew has difficulties verbalizing discomfort and at times struggles with relaying his needs/wants, resulting in frustration and acting out behaviors. Vocabulary skills are a strength for Drew, in terms of his ability to label pictures, objects and words related to targeted content. His speech is characterized by a few sound substitution errors, but they do not impact his overall speech intelligibility.

Communication Rating: V = 1 F = 1 A = 1 L = 1 Total CRS = OR FC = 4
Comment: _____

Cognitive Functioning	Evaluator	Date of Evaluation
	H. Radford, Ed.S.	Apr 29, 2008

The School Function Assessment (SFA) is used to measure a student's performance of functional tasks that support his/her participation in academic and social aspects in school grades K-6. The SFA is comprised of 3 parts:

Part 1-Participation. Examines a student's level of participation in 6 major school settings: regular or special ed classroom, playground/recess, transportation to/from school, bathroom, transition to/from class and mealtime.

Part 2-Task Supports. Examines the supports provided when the student performs school related activities. The 2 types of supports examined are: Assistance (adult help), and Adaptations (modifications to the environment) such as adapted materials or specialized equipment.

Part 3-Activity Performance. Examines the student's performance on specific school related functional activities. Activities include: Functional Communication, Memory and understanding, Following social conventions, Compliance with directives and school rules, Task completion, Positive interaction, Behavior regulation, Safety and Personal care awareness.

Drew was rated by his SSN one to one aid. Drew requires Extensive to Moderate assistance and adaptations on all cognitive/behavioral tasks with the exception of the memory and understanding area where he needs only minimal assistance and adaptations.

Drew is able to communicate yes/no, acceptance/refusal or a choice between two or more items with consistent performance. On the other hand, he rarely advocates for himself when he needs help with a functional academic tasks such as opening a container or where he would go if he were lost.

Drew's personal strength is in the area of memory and understanding. For example, he is able to

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Legal Name of Student: [redacted], Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

remember daily routines and basic one step directions such as stop, come here and get book with consistent performance. Additionally, Drew consistently demonstrates an ability to follow a series of three or more related instructions (such as put things away, put on your coat, and line up).

Drew is inconsistent in the area of following social conventions. For example he will often use words such as please, thank you and sorry when appropriate but does not recognize how and when to communicate private matters such as a toileting accident.

Compliance with adult directives and school rules are significantly below that of same aged peers. While Drew generally will observe rules around movement around the classroom/school, when he is in a state of obsession/compulsion usually around timers and watches, he has difficulty responding to redirection and will not stop immediately when instructed to do so.

Drew requires significant assistance from others to maintain his safety, task completion, personal care and behavioral regulation.

The Universal Nonverbal Intelligence test (UNIT) was attempted with Drew. The examiner is not allowed to use words to demonstrate the tasks. While Drew picked up on many of the nonverbal gestures such as wait and begin, his attention to task and fleeting eye contact made his subtest score invalid.

5-15-05. Classroom observation, review of records, update of information from teacher, Kaufman Brief Intelligence Test (K*BIT). In February of 2004, Drew's cognitive development was evaluated at the request of his mother and pediatrician (please see separate report). At that time, the Differential Ability Scale (DAS) was attempted but only partially successful. In the classroom, Drew's behavior and attention was nicely developed for familiar tasks and his behavior during testing was atypical for him, but indicative of being taken out of his routine and presented with novel tasks. Drew participated with the verbal items but his attention and behavior prevented completion of the nonverbal items. Verbally on the DAS, Drew's concept knowledge (Naming Vocabulary T = 33) was significantly stronger than his understanding of more abstract verbal information (Verbal Comprehension T=24) and his overall verbal thinking skills were significantly delayed for his age (Verbal SS = 64). Understanding relationships in pictures was challenging for Drew as well (Picture Similarities T=24). Drew's direct matching skills were strong but matching based on similarities or simple categories was a challenge for him. The Developmental Observation Checklist System (DOCS) was completed by Drew's teachers to determine the validity of the DAS. Drew's cognitive development, as reported by his teachers responses on the DOCS, continued to show a pattern of significant delay (SS=64) that was consistent with the DAS and approximated the 23 month age level. Although his scores were more indicative of a 2 year old, Drew's teachers felt that with facilitation and a familiar routine, his functioning in the classroom was more like a new 3 year old. Currently, Drew is functioning within the Below Average range of intelligence at the 8th percentile (SS=79) on the K*BIT. His true score should fall within the range of 69-89 with 95% accuracy. This is somewhat improved from his performance last year on the DAS and the DOCS, which may be attributed to his being on Ritalin. Drew's vocabulary knowledge was Below Average (SS=75), as were his nonverbal reasoning skills (SS=87). Although on Ritalin, Drew was extremely distractible during this assessment, which negatively impacted his performance. He appeared stressed to be out of his class and routine, often looking into the class and repeating whatever was being said in class. Even given his distraction, this appears to be a fairly accurate estimate of Drew's current level of thinking based on his classroom performance and teacher report.

Social/Emotional/Behavioral Functioning	Evaluator	Date of Evaluation
	Nicole Brewer, LCSW	*Apr 6, 2010*

Classroom observation, participation in social language group, teacher, and educational assistant report

Drew is a 10 year six month old boy in fourth grade. His progress is being updated as part of his annual review of his individual education plan. Drew has made some progress socially in an educational setting. Drew greets others by name; he will look at the person he is speaking to, more with prompting than without.

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Legal Name of Student: [redacted], Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Drew does not appear to reference other peers in the general education setting, nor on the playground setting. A voluntary playground sign up sheet was introduced to Drew's general education class. When reviewing the sign up sheet students have signed up in all slots. However, according the para, who is with Drew during the recess time, the students who are signed up are not approaching Drew to interact for the first five minutes of recess. Drew requires prompting to engage with a peer when they speak to him, however with adults, Drew is more likely to greet without prompting.

In social group, Drew does a nice job participating with other student. With support, Drew is able to have up to two exchanges with peers, i.e., "what is your favorite game?" and waiting for response. He is working towards making a comment on the information he hears. He does a nice job staying in his personal space. He would benefit from additional facial referencing. Drew is learning the social rules for communicating with others. Drew does a nice job taking turns with adults when playing a game, but needs more prompting when playing games with other students.

Concerning behaviors, Drew seems to have limited means of expressing his thoughts/ emotions. When upset by events that occur in the home, with academics, or possibly with others in his environment, Drew reacts to such feelings by yelling, dumping shelves and objects from shelves, disrobing or ripping his clothes, kicking walls, running, and pretend falling. At times, Drew will also entangle himself in chairs and other furniture. This behavior is inhibiting him from accessing academic learning as well as social learning. When Drew's exhibits such behavior he typically does not stop until he wears himself out. At times, he has re engaged in learning and been able to calm down enough to focus and he has also teetered on the edge of losing control later in the day. Drew typically exhibits this behavior between 8:45 and 10:00 in the morning.

It appears Drew would benefit from ongoing support with social stories in appropriate school behavior, as well as learning how to regulate his emotions.

Physical	Evaluator	Date of Evaluation
	Katherine Lennan, OTR	*Apr 8, 2010*

Assessment includes records review, OT intervention, observation in the classroom, and informal assessment.

Drew is a 10 year 6 month old boy who receives Occupational Therapy as part of his educational program. Within the past year, Drew has been seen 30 minutes a week both individually and in a group to focus on his sensory processing and typing skills. This is an Annual report to update his functional levels.

Motor Checklist

Drew was informally assessed for fine and gross motor skills. He demonstrates the ability to manage classroom tools, fold paper, manage scissors, manage a hole punch and stapler. Gross motor skills include tasks requiring strength, coordination and balance such as walking on a balance beam, jumping, hopping, skipping, running, and climbing on playground equipment. Drew demonstrates adequate fine and gross motor skills to access his school environment.

Handwriting/Keyboarding Assessment

A handwriting sample was obtained from classroom assignments. Drew demonstrates adequate fine motor skills for letter formation, alignment, spacing, sizing and general legibility for handwriting tasks but legibility is variable with his attention to task. He demonstrates a functional grasp on writing utensils and a consistent hand dominance. He is able to access a keyboard without modifications and is now able to type at a rate of 7-9 wpm.

Activities of Daily Living (ADL's)/Self-Care

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Drew demonstrates adequate self-care skills to access the school environment.

Sensory Needs
Drew demonstrates the need for excessive amounts of sensory input in order to increase his ability to function within the academic setting. Every spring, Drew seems more disorganized and requires more sensory breaks and more intense sensory input. His sensory integration difficulties are demonstrated by his distractibility, constant need for fidgeting or movement, and need to touch things. Loud noises including in the cafeteria, parties, and assemblies can cause Drew distress and he will begin to wander or yell out. A variety of sensory strategies have been taught to Drew and he has demonstrated how to use them effectively. Drew will often seek deep pressure, neutral warmth, and chewing to reorganize himself internally. Some of his preferred activities have been having a therapy ball rolled on him, wrapping himself in a sleeping bag, chewing, and "pizza".

Health Status — Evaluator: W. Pepper RN BSN — Date of Evaluation: Apr 13, 2009

4/13/09 Annual update. Information obtained from mother, Jennifer [redacted] as well as from files reviewed. See previous report below. Drew has been diagnosed with autism, ADHD, and severe allergies to nuts and peanuts. Currently, Drew's daily medications are Concerta and Lexapro. Epi pen jr has been prescribed to be given as needed for severe allergic reactions. Mother reports that the side effects he experiences from Concerta and Lexapro include diminished appetite and sleep disruptions. (Medications are per physician and subject to change without notice.) Distractibility, difficulty maintaining attention and focus and disruptive behaviors are areas of concern. Social interaction and communication issues persist. Se attached health care plans.
W.Pepper RN BSN

4/28/08 Reviewed school records, IEP reports, and the health information update form completed by Jennifer [redacted] mother. No significant medical concerns reported regarding the pregnancy or Drew's birth. Mom notes that Drew experienced some speech delays. Drew has been diagnosed with Autism (2001) and ADHD (2005). He is currently taking Lexapro, Focalin and quanfacine daily. Mom reports that side effects Drew has experienced include some sleep disruptions. Mom also notes that Drew has some anxiety. Additionally, Drew has seasonal allergies. Drew has very good school attendance. Unable to screen for vision at school. No concerns in the classroom regarding vision. Hearing tested by district audiologist. K. Mueller RN,BSN

Results of vision screening: 9/28/09 20/20 R & L
Results of hearing screening: 9/28/09 Pass R & L
Health Care Plan?: Yes
How does it relate to the suspected disability?:

Interpretation of Results:
(Include interpretation of the above data as well as information regarding student growth/progress. For eligibility meetings, include conclusions about the RII that is documented above.)
In the general education class Drew has most success during read aloud time. Drew will eat his snack and listen to the story. Drew often appears to not be listening as he will color or work a puzzle as the teacher is reading. In group activities, Drew shows initial interest but his attention is short and he needs redirection from the paraeducator. His peers will try to redirect him but he only listens to the redirection from the paraeducator. Drew enjoys playing math fact games with the class. He greets kids in his class and his teacher. Drew's conversations are limited to "hi" with peers and he has scripted conversations with his teacher.

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Legal Name of Student: [redacted], Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Documentation of Evaluation Data, Present Level of Educational and Functional Performance, and Educational Needs

Drew continues to need specialized instruction for reading, writing and math. Drew's level of anxiety with academic demands especially with new concepts continues to be high. This year he has had an increase in aggressive behaviors resulting in room clears and the use of calming down areas.

Drew exhibits significant weaknesses with social language skills, and continues to need specialized instruction for development of communication skills.

Drew demonstrates fine/gross motor and visual motor skills that are functional for the academic environment when he is able to focus his attention. He remains very distractible and requires frequent cueing to remain on task. The rapid rate at which he completes many tasks often negatively impacts his performance.

Present Level of Educational and Functional Performance

(How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?)

Drew's disability impacts his access to the general curriculum in all areas. He requires specialized instruction for academics and paraprofessional support to participate in the general classroom activities.

Drew's communication difficulties impact his ability to interact with peers and adults in an educational setting.

Drew's difficulty with sensory processing and self-regulation skills negatively impacts his ability to access his educational program.

Educational Needs

(Due to the suspected disability, what skills does the student need to learn in order to access the general curriculum?)

To improve reading, writing, and math skills
Continue to strengthen daily living skills
To improve social language skills
To improve self-regulation

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620 Wilcox St, Castle Rock, CO 80104
(303) 387-0060

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Determination of Eligibility and Disability

(This section completed only for eligibility meetings)

Have sufficient and appropriate evaluations been completed, documented, and considered to determine the child's/student's current level of functioning, achievement, performance and educational needs? ☐ Yes ☐ No

If not, obtain additional information and reconvene the meeting.

(This section completed only for eligibility meetings).

☐ is ☐ is not *due to a lack of appropriate instruction in reading, including the essential components of reading instruction.*

☐ is ☐ is not *due to a lack of appropriate instruction in math.*

☐ is ☐ is not *due to limited English proficiency.*

(This section completed only for eligibility meetings.)

If no, does the child/student have a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act? ☐ Yes ☐ No

If no, terminate the meeting.

If the student has a disability, the disability is:
(If more than one disability is determined, the primary disability should be identified with a 1, the secondary disability with a 2.

☐ Significant Limited Intellectual Capacity

☐ Significant Identifiable Emotional Disability

☐ Specific Learning Disability

☐ Hearing Disability *(requires communication plan)*

☐ Vision Disability *(requires literacy plan)*

☐ Speech or Language Impairment

☐ Preschool Child with a Disability

Physical Disability

☐ Traumatic Brain Injury
[1] Autism
☐ Other Physical Disability
☐ Check if physical disability due to ADD/ADHD.

Multiple Disabilities

☐ Deaf-Blind
☐ Multiple Disabilities with Cognitive Impairment

Complete the appropriate checklist for determination of each disability selected.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Academic/Functional Goals and Objectives

With the exception of the Initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the same extent as nondisabled children.

Annual Goal: *1. The student will demonstrate the ability to read and comprehend a variety of instructional-leveled texts, as measured by the following objectives:*

Standard/ Access Skill: *Language Arts, 4*

Short-term Objective: *a) Drew will read non-fiction texts and answer teacher directed questions from his reading.* Start: 04/13/10 End: 04/13/11

Checkpoint: *4 - 6 (4.2): Uses a variety of strategies (e.g., asking questions, drawing conclusions, using clues from text to support generalizations, distinguishing between fact/opinion and cause/effect) to comprehend narrative and expository text.*

Criteria: *>= 80 percent in 3 out of 4 consecutive trials with <= 2 verbal prompts*

Narrative:

Baseline: *>= 50 percent with >= 5 verbal prompts*

Narrative:

Methods(s) of Measurement: *Written performance, Oral performance.*

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: *b) Given a set of directions or steps, Drew will read and follow the directions or steps.* Start: 04/13/10 End: 04/13/11

Checkpoint: *4 - 6 (4.2): Uses a variety of strategies (e.g., asking questions, drawing conclusions, using clues from text to support generalizations, distinguishing between fact/opinion and cause/effect) to comprehend narrative and expository text.*

Criteria: *>= 80 percent in 3 out of 4 consecutive trials with <= 2 verbal prompts*

Narrative:

Baseline: *<= 50 percent with >= 3 verbal prompts*

Progress Key:
1. Skill / behavior is rarely or never demonstrated, therefore incomplete positive data is available.
2. Skill / behavior is inconsistent with frequent prompts and is below expectations of plan.
3. Skill / behavior is consistent over time with few prompts and meets expectations of plan.
4. Skill / behavior is generalized and transferred without prompts and is above expectations of plan.

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Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Academic/Functional Goals and Objectives (con't)

Narrative:

Methods(s) of Measurement: Demonstration/Performance

Progress Reporting

Period End: Level: Status:
Comments:

Legal Name of Student: [redacted], Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the same extent as nondisabled children.

Annual Goal: *2. The student will improve writing skills as measured by the following objectives:*

Standard/ Access Skill: *Language Arts, 3*

Short-term Objective: *a) Drew will use non-fiction text vocabulary to give written responses to questions.* Start: 04/13/10 End: 04/13/10

Checkpoint: *4 - 6 (3.3): (Conventions) Produces a legible product using conventions for writing such as punctuation, capitalization, standard spelling, and grammar*

Criteria: *>= 80 percent in 3 out of 4 consecutive trials*

Narrative: *Drew will be able to correctly use new vocabulary 80% of the time.*

Baseline: *<= 50 percent*

Narrative:

Methods(s) of Measurement: *Written performance.*

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: *b) Drew will use appropriate conventions (capitals, punctuation) to communicate via e-mail.* Start: 04/13/10 End: 04/13/11

Checkpoint: *4 - 6 (3.3): (Conventions) Produces a legible product using conventions for writing such as punctuation, capitalization, standard spelling, and grammar.*

Criteria: *>= 80 percent in 3 out of 4 consecutive trials*

Narrative:

Baseline: *"0) Does not participate"*

Narrative: *Drew has not yet used e-mail as a regular form of communication.*

Methods(s) of Measurement: *Written performance.*

Progress Reporting

Period End: Level: Status:
Comments:

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Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the same extent as nondisabled children.

Annual Goal: *3. The student will communicate an understanding of number sense as measured by the following objectives:*

Standard/ Access Skill: *Mathematics, 1*

Short-term Objective: *a) Given a variety of coins and dollars, Drew will accurately count money up to $5.00 and then hand over the correct amount counted.* Start: 04/13/10 End: 04/13/11

Checkpoint: *4 - 6 (1.1): Understands value as it relates to positive rational numbers (e.g., 3/4, 1/3, 2/1, 0.75), including terminating decimals through hundredths, commonly-used fractions (i.e., halves, thirds, fourths, fifths, eighths, tenths), mixed numbers, and percents.*

Criteria: *>= 90 percent in 4 out of 4 consecutive trials*

Narrative:

Baseline: *>= 80 percent in 3 out of 4 consecutive trials with >= 3 verbal prompts*

Narrative: *Drew can count money with a variety of coins but is inconsistent.*

Methods(s) of Measurement: *Oral performance, Demonstration/Performance.*

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: *b) When identifying an object Drew wishes to purchase, he will be able to answer the question, "Is that enough money?".* Start: 04/13/10 End: 04/13/11

Checkpoint: *4 - 6 (1.5): Uses oral/written language to communicate an understanding of number sense.*"

Criteria: *>= 90 percent in 4 out of 4 consecutive trials*

Narrative:

Baseline: *<= 50 percent with >= 3 verbal prompts*

Narrative:

Methods(s) of Measurement: *Demonstration/Performance.*

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: *c) Given a word problem, Drew will be able to identify which operation (addition, subtraction, multiplication or division) to use to solve the problem.* Start: 04/13/10 End: 04/13/11

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 0914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Academic/Functional Goals and Objectives (con't)

Checkpoint: 4 - 5 (1.5): Uses oral/written language to communicate an understanding of number sense.*
Criteria: >= 90 percent in 4 out of 4 consecutive trials

Narrative:

Baseline: <= 75 percent in 3 out of 4 consecutive trials with >= 3 verbal prompts

Narrative:

Methods(s) of Measurement: Written performance, Oral performance, Demonstration/Performance.

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: d) Drew will learn his multiplication facts 6-10. Start: 04/13/10 End: 04/13/11

Checkpoint: 4 - 6 (1.3): Understands basic mathematical properties (e.g., 2 + [3 + 4] = [2 + 3] + 4, 12 + 2 ' 2 + 12) and how they apply to whole and rational numbers.
Criteria: >= 90 percent in a time period of <= 0 min(s) in 3 out of 4 consecutive trials

Narrative:

Baseline: <= 75 percent in a time period of >= 10 min(s)

Narrative:

Methods(s) of Measurement: Demonstration/Performance.

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: e) Drew will learn his division facts 0-5. Start: 04/13/10 End: 04/13/11

Checkpoint: 4 - 6 (1.3): Understands basic mathematical properties (e.g., 2 + [3 + 4] = [2 + 3] + 4, 12 + 2 ' 2 + 12) and how they apply to whole and rational numbers.
Criteria: >= 90 percent in 3 out of 4 consecutive trials

Narrative:

Baseline: <= 50 percent

Narrative:

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Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Academic/Functional Goals and Objectives (con't)

Methods(s) of Measurement: *Written performance.*

Progress Reporting

Period End: Level: Status:
Comments:

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Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the same extent as nondisabled children.

Annual Goal: *4. The student will improve social communication skills in order to access the general education curriculum as measured by the following objectives:*

Standard/ Access Skill: *Communication and Basic Language Skills*

Short-term Objective: *a) Drew will engage in appropriate turn taking skills by attending to a peer's turn and waiting for his own turn.* Start: 04/13/10 End: 04/13/11

Checkpoint:

Criteria: *"4/5 opportunities" with <= 1 verbal prompts*

Narrative:

Baseline: *"1/5" with >= 3 verbal prompts*

Narrative:

Methods(s) of Measurement: *Demonstration/Performance*

Progress Reporting

Period End: Level: Status:

Comments:

Short-term Objective: *b) Drew will demonstrate 2 appropriate verbalizations during game play (simple board game, bingo, etc) with at least one peer.* Start: 04/13/10 End: 04/13/11

Checkpoint:

Criteria: *>= 2 occurrences with <= 1 verbal prompts*

Narrative: *Each time Drew plays a game with a peer, he will make at least two appropriate comments or questions directed at the peer and that are related to the situation.*

Baseline: *<= 0 occurrences*

Narrative:

Methods(s) of Measurement: *Oral performance*

Progress Reporting

Period End: Level: Status:

Comments:

Short-term Objective: *c) In a small group situation, Drew will answer open ended questions with a topic related response, demonstrating 2 out of 3 successes per opportunity.* Start: 04/13/10 End: 04/13/11

Checkpoint:

Legal Name of Student: [redacted], Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Academic/Functional Goals and Objectives (con't)

Criteria: "successful 2/3 times per opportunity"

Narrative:

Baseline: "1/3 successes"

Narrative:

Methods(s) of Measurement: Oral performance.

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: a) Using scripted language, Drew will ask a peer questions. Start: 04/13/10 End: 04/13/11

Checkpoint:

Criteria: "at least 3 successes per opportunity"

Narrative:

Baseline: <= 1 success

Narrative:

Methods(s) of Measurement: Oral performance.

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: e) Drew will advocate for himself in the school environment by indicating his needs. Start: 04/13/10 End: 04/13/11

Checkpoint:

Criteria: "3) Performs activity with verbal/gestural cues" in 4 out of 5 consecutive trials

Narrative:

Baseline: "0) Does not participate"

Narrative:

Methods(s) of Measurement: Oral performance, Demonstration/Performance.

Progress Reporting

Period End: Level: Status:
Comments:

Legal Name of Student: [redacted], Andrew Robert LASID: 122955 SASID: 6814080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the same extent as nondisabled children.

Annual Goal: *5. The student will improve his motor skills as related to academics as measured by the following objectives:*

Standard/ Access Skill: *Physical*

Short-term Objective: *a) To demonstrate functional motor skills and to provide an opportunity for independent sensory input, Drew will utilize the playground swings.* Start: *04/13/10* End: *04/13/11*

Checkpoint:

Criteria: *"3) Performs activity with verbal/gestural cues" in 3 out of 4 consecutive trials*

Narrative:

Baseline: *"2) Participates with partial physical assistance"*

Narrative: *Drew can climb onto the swing but is unable to pump to begin and maintain a swinging motion.*

Methods(s) of Measurement: *Demonstration/Performance.*

Progress Reporting

Period End: Level: Status:

Comments:

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Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the same extent as nondisabled children.

Annual Goal: *6. The student will learn and utilize age appropriate coping strategies when feeling anxious and seek adult support when needed as measured by the following objectives:*

Standard/ Access Skill: *Inter- / Intrapersonal*

Short-term Objective: *a) Drew will use a structured format to identify the cause of his stated feeling.* Start: 04/13/10 End: 04/13/11

Checkpoint:

Criteria: *>= 70 percent with <= 2 verbal prompts*

Narrative:

Baseline: *<= 25 percent with >= 5 verbal prompts in 1 environment(s)*

Narrative:

Methods(s) of Measurement: *Demonstration/Performance.*

Progress Reporting

Period End: Level: Status:
Comments:

Short-term Objective: *b) Drew will learn to identify and indicate accurately his "engine is high."* Start: 04/13/10 End: 04/13/11

Checkpoint:

Criteria: *>= 75 percent with <= 2 verbal prompts*

Narrative:

Baseline: *"0) Does not participate"*

Narrative:

Methods(s) of Measurement: *Demonstration/Performance.*

Progress Reporting

Period End: Level: Status:
Comments:

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Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the same extent as nondisabled children.

Annual Goal: *7. The student will participate in a developmentally appropriate job in an educational setting as measured by the following objectives:*

Standard/ Access Skill: *Inter- / Intrapersonal*

Short-term Objective: *a) Drew will demonstrate knowledge of peers' names as related to his job.* Start: 08/09/10 End: 04/13/11

Checkpoint:

Criteria: *>= 70 percent with <= 2 verbal prompts*

Narrative:

Baseline: *<= 70 percent with >= 3 verbal prompts*

Narrative: *Drew can identify peers names by pictures only*

Methods(s) of Measurement: *Demonstration/Performance.*

Progress Reporting

Period End: Level: Status:

Comments:

Douglas County School District Re.1 - Special Education Department
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Special Education, Related Services & Supplementary Aids/Services

Accommodations / Modifications:

Describe the unique accommodations/modifications necessary for the student to participate in the general education curriculum, as well as, nonacademic and extra curricular activities considering the identified needs of the student.

Systematic instructional techniques, visual and/or written schedules as needed, movement and sensory breaks, clear rewards for meeting expectations or finishing work, clear consequences for undesired behavior, use of social stories/social movies

Service Delivery:

Specific services needed to address goals and objectives:
Significant support needs classroom with instruction from a special education teacher and support from a para-educator, speech/language intervention, occupational therapy, and mental health support.

Special Education Services:

	Service Coordinator	#2	#3	#4	#5
Type of service provider (assignment)	SSN/para	OT staff	MH	SLP/SLPA/E	
Projected beginning date of service	04/13/10	04/13/10	04/13/10	04/13/10	
Projected ending date of service	04/13/11	04/13/11	04/13/11	04/13/11	
	Hours of Special Education Services per Week by Service Provider				
Indirect (consultation)					
Integrated services in general classroom	15				
Direct outside general classroom	20	0.5	0.5	1	
Total hours by provider	35	0.5	0.5	1	

Note: Additional information may be provided on Comments page.

Other IEP Services:
(such as supplementary aids and services)

	Description	Hrs. per week
Parent Follow-up Activities		
Preschool Integrated Education Program		

Does the student require:

Special transportation?	☐ Yes	☒ No
A literacy/modality plan? (For Vision Disability)	☐ Yes	☒ No
A communication plan? (For Hearing Disability)	☐ Yes	☒ No
A behavior plan?	☒ Yes	☐ No
A health care plan?	☒ Yes	☐ No
Assistive technology? (If yes, describe):	☐ Yes	☒ No

Extended School Year? ☐ Yes ☒ No ☐ To be determined by: _____
(Rationale for decision)

Significant regression with lack of reasonable recoupment time is not anticipated following school breaks.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Summit View Elementary Date of Meeting: 04/13/10

Special Education, Related Services & Supplementary Aides/Services

Recommended Placement in Least Restrictive Environment (LRE):

How much time is student only with students with disabilities? 55% or as behavior allows

Setting Code: 303 Inside the Regular Class Less than 40% of the Time

Why? This setting best meets his needs & allows him to receive maximum benefit in the LRE.

Involvement of Student in State and District Assessments:

(a) What state and district assessments of student achievement will the student be taking?

☐ CSAP ☒ CSAP-A ☐ Other:

(b) What accommodations, if any, will be provided to the student related to the administration of the assessments of student achievement? Accommodations must be a regular part of student's IEP.

All accommodations in this IEP and allowed by the assessment tool. May include, one on one instruction, simplify verbal directions as allowed per test design, written directions/picture cues as allowed

(c) If the student will not participate in said assessments, why not?

(d) How will the student be assessed?

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Legal Name of Child/Student: [redacted] *Endrow Robert* Date of Meeting: *04/13/10*
Birthdate [redacted] C.A.: [redacted] LASID: *122955* SASID: *6914080767*

INDIVIDUAL LITERACY PLAN / COLORADO BASIC LITERACY ACT SUGGESTED PARENT/FAMILY INTERVENTIONS

The following suggested checklist of parent/family literacy interventions are not required by Special Education law, but are based upon Colorado Basic Literacy Act (CBLA) requirements:

Elementary School Level

Primary Level: Parent privides support outside the school day.

- ☐ Read to the child each day.
- ☐ Read with the child each day.
- ☐ Talk with the child about what they are reading and/or watching.
- ☐ Encourage child to use reading for a variety of reasons (recipes, lists, etc.).
- ☐ Write for a variety of reasons (cards, letters, journals, etc.).
- ☐ Practice alphabet letter identification and letter sounds with the child.
- ☐ Practice reading high frequency word cards with the child.
- ☐ Monitor the child's homework.
- ☐ Other:

Intermediate Level: Parent provides support outside the school day.

- ☑ Read to the child each day.
- ☐ Read with the child each day.
- ☑ Talk with the child about what they are reading and/or watching.
- ☐ Encourage child to use reading for a variety of reasons: recipes, newspapers, magazines, lists, letters, etc.).
- ☑ Monitor the child's homework.
- ☑ Attend parent/teacher conferences.
- ☐ Provide additional support in the following ways:

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Douglas County School District RE-1
620 Wilcox Street
Castle Rock, Colorado 80104
Phone: (303) 387.0080
FAX: (303) 387.0119

Prior Written Notice

Date of Meeting: *04/13/10*	Date PWN was sent to Parent(s): *04/15/10*	
Student: [redacted] *Andrew Robert*	Date of Birth: [redacted]	SASID #: *6914080767*

Prior Written Notice is provided when an action is considered regarding the initiation or change of the identification, evaluation, or educational placement of a student. Prior Written Notice is given when an IEP is reviewed or revised.

☐ Initial Evaluation ☐ Eligibility Determination ☐ Initial Placement ☒ IEP Review/Revision
☐ Change of Program of Placement ☐ Reevaluation Meeting ☐ Manifestation Determination
☐ Other (Please explain): _____

Description of the action proposed or refused
The team proposes to:
Reviewed and revised students Special Education program.

Why this action was proposed or refused:
Federal regulations require annual review of student's IEP

Description of each evaluation procedure, test, record, or report used as basis for proposed or refused action:

☒ Data from Evaluations ☒ Teacher report/data ☒ Parent report/data ☐ Review of education records
☒ Classroom observation ☒ IEP(s) ☐ Medical information ☒ Work samples
☐ Other data: _____

Description of other options considered and the reasons why those options were rejected:
No other options were considered.

Description of any additional factors that are relevant to the proposal or refusal:
☒ No other factors were relevant at this time.
☐ Relevant factors: _____

Date this action will commence
Effective: *Apr 13, 2010*

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Douglas County School District Re.1 - Special Education Department
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0060

NOTICE OF MEETING

Apr 2, 2010
Current Date

[redacted] Andrew Robert	[redacted]	[redacted]	SVE	4	122955	122955
Legal Name of Child/Student	Birth Date	C.A.	School	Grade	LASID	SASID

Dear Mr. and Mrs. [redacted]:

A meeting has been scheduled to review and discuss your child's educational needs. The specific purpose of this meeting is indicated below. If the meeting is for a student who is 15 years of age, in the 8th grade, or older, and in some cases as early as 14, post school transition planning will be discussed.

TO DETERMINE ELIGIBILITY FOR SPECIAL EDUCATION:

☐ AN INITIAL MEETING TO DETERMINE ELIGIBILITY AND DISABILITY: The purpose of this meeting is to discuss the assessments that have been completed; determine whether your child is in need of special education services, and if the need exists, how those services can be provided; and to develop an individualized education program (IEP) for your child.

☐ TRIENNIAL MEETING TO DETERMINE ELIGIBILITY AND DISABILITY: The purpose of a triennial review is to discuss the assessments that have been completed; determine whether your child continues to be in need of special education services, and if the need exists, how those services can be provided; and to develop or revise an existing IEP for your child.

IEP REVIEW:

☒ ANNUAL REVIEW: The purpose of this meeting is to discuss the assessments that have been completed and, if appropriate, consider reevaluation to review and update your child's present levels of functioning, needs, goals and objectives, and develop a plan to provide special education and related services.

☐ OTHER REVIEW: _____

The following will be attending the meeting:

- ☐ student
- ☒ a special education teacher
- ☒ a general education teacher or counselor
- ☒ a school psychologist
- ☒ the principal of your child's school, or designee
- ☒ a school nurse
- ☐ post secondary service provider (permission to invite required)
- ☐ other: _____
- ☒ a school social worker
- ☒ a speech/language specialist
- ☒ an occupational and/or physical therapist
- ☒ the Director of Special Education or designee
- ☐ an audiologist

The meeting is scheduled for Apr 13, 2010 (Date) at 12:00 pm (Time)

at the following location Summit View Elementary School Conference Room

We encourage you to attend and participate in this meeting. You may invite other people that you believe will be helpful to you. If you do invite other people to the meeting, please notify in writing so the School District can make any necessary arrangement for space and personnel. Also, please feel free to bring to the meeting any relevant information about your child that you would like the IEP team to consider. If the scheduled time and place is not convenient, please contact me immediately so that we can arrange a mutually agreeable time and location for the meeting.

Your "DCSD Educational Rights of the Student/Parent" are provided with this notice. ☒ Yes ☐ No

Diane Bruun SPED ASST — Signature and Title

303-387-6823 — Telephone Number

Original - Special Education Department (Rev. 8/2009) — Copies - Parents/guardians, School

Student Name: Ezekiel [redacted] LASID: 122955 Case Manager: Amy Holton

IEP Compliance Checklist

Meeting

Type of Meeting: (check one) ☐ Initial ☑ Review ☐ Reevaluation ☐ Transfer ☐ Other: _____ (e.g. Manifestation Determination)

*If this is a Transfer Meeting, send copies of the previous IEPs with this completed IEP Packet

Meeting Deadline Date:	4/14/10	Date Requested by Parent:		Actual Date of Meeting:	4/13/10

Participants

General Education Teacher:	Kathryn Reah	SPED Administrator/ Designee:	Robin Kessel
Other Attendees:	See pg 2		

Directions: Check each aspect of the IEP process. As you review the process, check for both accuracy and completion.

	Action	Pg	Date Completed	Initials	Comments
Eval Consent	a. Referral for SPED Eval				
	b. Parent Rights Provided		4-13-10	RK	
	c. Review of Existing Assessment				
	d. Additional Assessment Determined				
	e. Initial or Re-evaluation Permission to Assess (Signed and Date received)				
Notice	a. Written Notice Provided (before meeting) to Parent		4-13-10	RK	
	b. Notice of Meeting to student (15 years or older)				
IEP Meeting Process	a. Signature Page Completed		4-13-10	RK	
	b. Current Levels Class Observations: Educational		4-8-10	RK	
	Communicative		4-8-10	RK	
	Pertinent Family Information				
	Social/Emotional		4-16-10	RK	
	Cognitive				
	Current Health				
	Physical/Motor		4-8-10	RK	
	Life Skills/Career/Transition				
	c. Educational Needs Indicated		4-13-10	RK	
	d. Eligibility Determination) (Initial/Reevaluation)				
	e. Goals and Objectives Addressing Needs, How Measured & Reported		4-13-10	RK	
	f. Accommodations Related to Disability		4-13-10	RK	
	g. Determine SPED Services, Related Services, Supplemental Aids & Services: hours, frequency, duration		4-13-10	RK	
	h. ESY Eligibility		4-13-10	RK	
	i. LRE Statement		4-13-10	RK	
	j. Involvement in State and District Assessment		4-13-10	RK	
	k. Transition Plan (15 or older)				
Completion	a. IEP Audit by Team Leader		4-15-10	RK	
	b. Finalize IEP document		4-15-10	RK	
	c. Prior Written Notice (after meeting)		4-15-10	RK	
	d. Copy of IEP Provided to Parents		4-15-10	RK	
	e. Completed IEP sent to District Office Include Sig. Pg and Notice of Meetings! (CIPP for DHH for initial/re-avals)		4-15-10	RK	

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Douglas County School District Re.1 - Special Education Department
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

~~DRAFT~~ Final Di

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Date of Meeting: 11/16/10

Individualized Education Program (IEP) for [redacted] Andrew Robert

Student Information

DOB: [redacted]	LASID: 122955	SASID: 6914080767	Medicaid #:
Home School: Summit View Elementary		School of Attendance: Alta Vista	
Grade: 3 Track: Mod.		Ethnicity: White (not Hispanic)	
Age: [redacted] Gender: M		English Language learner? ☐ Yes ☒ No	

Parent Information

Parent/Guardian	Parent/Guardian
Last Name: [redacted]	Last Name: [redacted]
First name: Joe	First Name: Jennifer
Address: [redacted]	Address: [redacted]
City: [redacted]	City: [redacted]
State: CO Zip: [redacted]	State: CO Zip: [redacted]
Home Phone: [redacted]	Home Phone: [redacted]
Work Phone:	Work Phone: [redacted]
Relationship to Student: Father	Relationship to Student: Mother
Primary Language: English	Primary Language: English

Special Education Information

Date of Initial Eligibility Meeting: 06/25/02 (month/day/year)

Date of Last IEP Review: 04/13/10 (month/day/year)

Date of Next Eligibility Meeting: 04/29/11 (month/day/year)

Date of Next Annual Review: 11/16/11 (month/day/year)

Reason for Meeting: ☐ Initial ☐ Triennial ☒ Annual ☐ Other:

Primary Disability: Physical Disability / Autism

Setting Code: 303 (L.M 41)

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EXHIBIT 5

Douglas County School District Re.1 - Special Education Department
620 Wilcox St. Castle Rock, CO 80104
(303) 387-0080

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Participants in Meeting

Initials indicate participation only.

The following participants must be in attendance:
(please print name and initial if you are in attendance at the meeting.)

Jennifer [redacted] — Student's Parent/Surrogate Parent *(unless parent decided not to attend)*

[redacted] — Student's Parent *(unless parent decided not to attend)*

I have received my "Procedural Rights" within the last calendar year: _____ (Parent initials)

Don Bell/Cora Nash CN — Special Education Director/Designee

Amy Holton AH — Special Ed. Teacher / S/L Pathologist

Beth Mann BM — General Education Teacher *(if the student is or may be participating in the general education environment)*

Student *(when appropriate)*

Jennifer Murtha — Building Principal / Designee *(for eligibility only)*

Interpreter *(when appropriate)*

Others with knowledge and expertise regarding this student:

Robin Kessel RK — Speech / Language Pathologist

School Nurse

Katherine Lennen KL — Occupational Therapist

Physical Therapist

Anne Balducki AB — School Psychologist

Nicole Breuer NB — School Social Worker

Audiologist

School Counselor M Slack-Eden/C Scott/S David-Alta Vista

J Konrade-Helm/S Houston-Advocates — Other *(specify area represented)*

Other *(specify area represented)*

Non-Attendee

Non-Attendee

Non-Attendee

Non-Attendee

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Douglas County School District Re.1 - Special Education Department
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0060

DRAFT

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080787
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Present Level of Academic and Functional Performance/Achievement

Background/Historical Data
(Family and medical history, patterns of strength/weaknesses in academic, social/emotional/behavioral functioning)

Summary of Outside Background/Historical data from Alta Vista Center for Autism

Endrew, or Drew as he is commonly called, is a 5th grade student who is diagnosed with Autism. He attends Alta Vista, a private school in Denver which specializes in Autism. He attended Heritage Elementary from kindergarten through 2nd grade then transferred to Summit View Elementary where he attended 3rd and most of 4th grade. He withdrew from Summit View on May 7, 2010 and enrolled at Alta Vista at that time. Drew was serviced through the Significant Support Needs (SSN) program while attending Douglas County Schools. He also was on medication and received related services of mental health, occupational therapy, and speech/language therapy. A behavior plan meeting was scheduled for May 10, 2010 and a draft Behavior Intervention Plan was prepared. Mrs. [redacted] chose not to attend this meeting. This draft plan is attached to the IEP.

Alta Vista completed several assessments from May through September 2010. Alta Vista provided a summary of the VB-MAPP dated July 2010. This summary indicates that Drew's strengths include basic use of all verbal operants and that his academic skills are intact. Weaknesses were reported as Drew's use of verbal operants in which social interaction is required. He reportedly also does not answer "wh" questions on one topic in basic conversation. Additionally, Alta Vista's summary reports that Drew demonstrates deficits in play, social interaction and group instruction. He does not engage in movement play or independently engage peers in play. At the time the summary was provided, Drew was not participating in group instruction. Alta Vista's goals, based on the Verbal Behavior Map, for Drew's 5th grade year were summarized as increasing the social nature of Drew's language to include conversation skills, making requests and increasing social and play routines with adults and peers.

Information from triennial of April 2008 completed by Caroline Waddell, Social Worker

No updated information in the areas of family, or health (see nurse's report). Drew's mother's main request is more support in the areas of mental health. Because Drew is a sensory child, she suggests a recess group where upon he could sign up with one buddy per week to play with. This would need to be monitored by an adult. He enjoys physical sensory type things such as hide and seek or playing the game tag. All of his interactions would not need to be question driven with his peers. The focal point would be the involvement/ interactions at recess. Also, if the schedule permits, Drew could follow recess with the same buddy or buddies to have lunch. Again this would need to be guided by an adult to foster conversation (most likely about the events of recess). Repetition will be key for Drew to establish a social routine. Mental health support could also include a small group focusing on eye contact, turn-taking, game-playing and even possible social stories.

Information from May 2005 Preschool Assessment:

Home visit with Mrs. [redacted]
Record review
Team consultation

Drew has been attending preschool at the Rock Canyon site 4 days/wk and enjoys going to school. This is Drew's third year with the preschool program. Mrs. [redacted] continues to be pleased with Drew's developmental progress. He is typically using 3 word phrases (and some 4 word phrases) to convey his needs/wants (e.g.,

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Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Present Level of Academic and Functional Performance/Achievement

"mommy, sit down"). Drew's mom feels the ideas that he is able to verbalize have expanded and become more complex. He is also doing more verbal commenting during his play. In the area of language, the [redacted] top current priority is Drew's articulation errors which increase when he is excited and talking rapidly. Drew seems to be more receptive to interactions with peers and now his family would like to see him using his language in these social interactions. Drew continues to enjoy and do well with gross motor activities and has less interest in the fine motor activity of writing. Drew is able to write his name and draw some simple shapes; his mom remains concerned about his tool grip. Drew continues to participate in private treatment that includes 9 hrs/wk of home training and 3 hrs/wk of an integrated play group with Annette Nunez. Since 10/04 Drew has been taking Ritalin and his mom feels it has decreased his impulsivity and improved his body control. The Vineland Adaptive Behavior Scales was completed with Mrs. [redacted] to assess Drew's adaptive skills and yielded the following results:

DOMAIN	STANDARD SCORE	PERCENTILE RANK	ADAPTIVE LEVEL
Communication	72	3	Mod. Low
Daily Living Skills	64	1	Low
Socialization	68	2	Low
Motor Skills	84	14	Mod. Low
Overall Composite	66	1	Low

Drew's overall adaptive skills are at the 1st percentile when compared to peers which is consistent with a diagnosis of Autism Spectrum Disorder. Mrs. [redacted] has noticed some increased rigidity from Drew recently around having to take the same route to school and get out of the car on a specific side and hopes he can gain some more flexibility. Mrs. [redacted] is eager to learn more details about Drew's transition to kindergarten including what steps can be taken to increase Drew's success in his process and what schedule will be utilized to help him with the routine in the new setting. The [redacted] have been terrific advocates for Drew's educational needs and proactive in utilizing school, private and community resources to support Drew's progress.

Current Instructional Plan

(Include interventions implemented e.g., frequency, duration, grouping; instructional strategies used)

Drew currently attends school at Alta Vista Center for Autism. The services outlined below contain a description of the instructional plan that he was participating in at Summit View until May 7, 2010 when he was withdrawn from Douglas County School District.

Typically Drew spends 3.2 hours in his general education setting per day. This time fluctuated depending on Drew's behavior. His time in general education is spent in his classroom and attending specials, and recess/lunch with his peers. Drew attends all but 30 minutes of his time in general education with a para-educator. Drew has benefited from joining his class in the mornings where he takes part in the morning routines. He also uses part of this time to work on name/face recognition of his classmates and take part in a scripted daily conversation with his general education teacher. The 30 minutes of unsupported time is during class read aloud/snack. Drew also attends his class for social studies and science, where he participates in modified activities. The last 30 minutes of the day are also spent in the general education classroom where Drew uses his earned computer time and participates in the packing up routine of the class. Additionally Drew was fully included in scheduled class meetings with his grade level peers, as well as classroom celebrations. The rest of Drew's day is spent in the self-contained SSN classroom, where he receives the majority of his literacy and math instruction. Drew benefits from the lower ratio of students and the 1 on 1 academic instruction of the SSN program. Drew also needs opportunities for sensory breaks, small group instruction in social skills and classroom behavior, and an opportunity to work on organization, self help and independent skills. In addition, Drew receives Speech Language services for one hour a week, OT for 30 minutes a week, and mental health for 30 minutes per week.

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Present Level of Academic and Functional Performance/Achievement

Evaluations Administered/Date/and/or Information Reviewed

Classroom Observation (Other than classroom teacher)	Evaluator	Date of Evaluation
	Nicole Breuer, LCSW	Apr 6, 2010

On Tuesday, April 6, a 20 minute observation of Drew in his general education classroom occurred. The class was involved in group work and students were focused on the document camera at the front of the room. The teacher was reviewing student writing as a class. It was noted the students in the class were involved in the activity. They were participating by listening, making comments, and observations. During this observation Drew was seated at his desk quietly. He was coloring on a piece of paper with markers. When the teacher asked a question of the class, Drew would look up and look around the classroom, and then when another student began talking, Drew would refocus on either his drawing, or his marker. At times it was noted Drew would look up and reference the room and re engage with his activity without participating in the group work. During this observation, Drew sat quietly at his desk, he was respectful of his peers' learning environment. He did not disturb others. He swung his feet back and forth, took the marker cap on and off, and picked at his fingers.

On Monday, November 8, 2010, Amy Holton and Robin Kessel observed Drew at Alta Vista for 45 minutes. During the observation Drew, worked one on one with a teacher.

Academic Skills	Evaluator	Date of Evaluation
	Amy Holton, SSN Teacher	Nov 5, 2010

Current information is based upon:
File Review
Observation
Data Collection/Informal assessments
Consultation with Staff
Review of Report from Alta Vista Center for Autism

Summary of Outside Education Evaluation - conducted 5-15-2010 by Maura Stack-Oden, for the Alta Vista Center for Autism

Summary of Woodcock-Johnson III Achievement Test:
Endrew's English oral language skills are very low when compared to others at his grade level. His English oral expression skills are low average; his English listening comprehension skills are very low. His overall level of achievement is low. Endrew's academic skills are low average. His academic knowledge, fluency with academic tasks, and ability to apply academic skill, are within the very low range.

When compared to others at his grade level, Endrew's performance is low average in basic reading skills and math calculation skills; low in basic writing skills; and very low in broad reading, reading comprehension, math reasoning, and written expression. His knowledge of phoneme-grapheme relationships is low.

Information reported at previous IEP Meeting (4-13-2010) The information reported below is a summary of Drew's Academic skills as of April 13, 2010.

Reading: Drew does best when reading with a 1:1 ratio. He continues to need support for comprehension and retelling. Drew's ability to word call remains higher than his ability to comprehend. Drew needs visual aides to help with comprehension.

Writing: Writing tasks have to be broken down into small steps using visual support. Drew often needs a

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080787
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Present Level of Academic and Functional Performance/Achievement

great deal of prompts to write. This is best accomplished in a 1:1 setting.

Math: This area continues to be a strength for Drew. He is strong with his computation skills and often uses this as a way to calm down. As more language, reasoning, and problem solving is introduced into the math curriculum, Drew continues to need more support. He continues to work on word problems and life skills math.

Communication Skills	Evaluator	Date of Evaluation
	Robin Kessel, MA CCC-SLP	Oct 27, 2010

Current information is based upon:
File Review
Observation
Data Collection/Informal assessments
Consultation with Staff
Review of Report from Outside Speech Language Consultation

Summary of Outside Speech Language Evaluation - conducted 9-15-2010 by Francine Alberts, MA CCC-SLP, for the Alta Vista Center for Autism

Drew's articulation skills were found to be characterized by numerous sound substitutions (w/l, f/th, b/v and w/r). His voice quality was noted to be high in pitch. These characteristics, combined with the presence of off topic comments that may lack contextual referents, were found to impact Drew's listeners' abilities to understand him.

Drew's language skills were evaluated by Ms. Alberts using select subtests from formal language tests, as well as informal language tasks. He was administered the following standardized measures:

Comprehensive Assessment of Spoken Language

Subtest	Age Equivalent
Antonyms	about 6 years
Synonyms	about 6 years
Sentence Completion	3 years, 8 months
Grammatical Morphemes	6 years, 5 months

Clinical Evaluation of Language Fundamentals - 4th Edition

Subtest	Age Equivalent
Concepts & Following Directions	4 years, 2 months

Difficulties were observed with use of verb tenses, some pronouns, and grammatical structures that add meaning to words. Drew also experienced difficulties with comprehension of longer, more complex language forms. His word knowledge at the single word level was found to be stronger.

During informal tasks, Drew was able to give basic information to describe items, answer simple WH questions in response to a story and follow simple one step directions. Weaknesses were noted in answering yes/no questions, use of complex grammatical forms, understanding of prepositions and other language concept words.

Information reported at previous IEP Meeting (4-13-2010)
The information reported below is a summary of Drew's communication skills as of April 13, 2010.

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Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Present Level of Academic and Functional Performance/Achievement

Drew's difficulties with communication are primarily in the areas of social/pragmatic language skills. He has learned to consistently greet adults and classmates, but typically does not extend conversation beyond that level. Drew will respond to scripted conversational exchanges with verbal prompting, but struggles with spontaneously responding to questions or preceding utterances from others. Drew is most successful when interacting with familiar adults. Spontaneous peer interactions remain challenging for him. When Drew does spontaneously make comments or respond to questions, his remarks are often off-topic, and reflect whatever is on his mind at that moment. When asked Yes/No questions, Drew's instinct is to answer "Yes", even when a "No" answer is appropriate (ex. "Do you have a sister?"). Giving Drew choices to select from when answering WH questions increases his level of success. Drew has difficulties verbalizing discomfort and at times struggles with relaying his needs/wants, resulting in frustration and acting out behaviors. Vocabulary skills are a strength for Drew, in terms of his ability to label pictures, objects and words related to targeted content. His speech is characterized by a few sound substitution errors, but they do not impact his overall speech intelligibility.

Communication Rating: V = 0 F = 0 A = 0 RL = 0 EL = 0 PL = 0 Total CRS = OR FC = 4
Comment: Functional Communication Rating = 4 (severe rating)

Cognitive Functioning	Evaluator	Date of Evaluation
	Anna Balducki, MS. Ed.	Oct 28, 2010

File review:
An evaluation was completed by Alta Vista Center with individual assessments dated from May through August 2010. There were no cognitive evaluations included in the information sent to Summit View Elementary in October 2010.

Information from April 2008 Triennial evaluation completed at Heritage Elementary: Cognitive Assessment done by Hugh Redford, School Psychologist;
The School Function Assessment (SFA) is used to measure a student's performance of functional tasks that support his/her participation in academic and social aspects in school grades K-6. The SFA is comprised of 3 parts:

Part 1-Participation. Examines a student's level of participation in 6 major school settings: regular or special ed classroom, playground/recess, transportation to/from school, bathroom, transition to/from class and mealtime.

Part 2-Task Supports. Examines the supports provided when the student performs school related activities. The 2 types of supports examined are: Assistance (adult help), and Adaptations (modifications to the environment) such as adapted materials or specialized equipment.

Part 3-Activity Performance Examines the student's performance on specific school related functional activities. Activities include: Functional Communication, Memory and understanding, Following social conventions, Compliance with directives and school rules, Task completion, Positive interaction, Behavior regulation, Safety and Personal care awareness.

Drew was rated by an SSN para professional. Drew requires Extensive to Moderate assistance and adaptations on all cognitive/behavioral tasks with the exception of the memory and understanding area where he needs only minimal assistance and adaptations.

Drew is able to communicate yes/no, acceptance/refusal or a choice between two or more items with consistent performance. On the other hand, he rarely advocates for himself when he needs help with a functional academic tasks such as opening a container or where he would go if he were lost.

Drew's personal strength is in the area of memory and understanding. For example, he is able to remember daily routines and basic one step directions such as stop, come here and get book with consistent performance. Additionally, Drew consistently demonstrates an ability to follow a series of three or more related instructions (such as put things away, put on your coat, and line up).

Drew is inconsistent in the area of following social conventions. For example he will often use

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Present Level of Academic and Functional Performance/Achievement

words such as please, thank you and sorry when appropriate but does not recognize how and when to communicate private matters such as a toileting accident.

Compliance with adult directives and school rules are significantly below that of same aged peers. While Drew generally will observe rules around movement around the classroom/school, when he is in a state of obsession/compulsion usually around timers and watches, he has difficulty responding to redirection and will not stop immediately when instructed to do so.

Drew requires significant assistance from others to maintain his safety, task completion, personal care and behavioral regulation.

The Universal Nonverbal Intelligence test (UNIT) was attempted with Drew. The examiner is not allowed to use words to demonstrate the tasks. While Drew picked up on many of the nonverbal gestures such as wait and begin, his attention to task and fleeting eye contact made his subtest score invalid.

Information from May 2005 Preschool Assessment:
Classroom observation, review of records, update of information from teacher, Kaufman Brief Intelligence Test (K*BIT). In February of 2004, Drew's cognitive development was evaluated at the request of his mother and pediatrician (please see separate report). At that time, the Differential Ability Scale (DAS) was attempted but only partially successful. In the classroom, Drew's behavior and attention was nicely developed for familiar tasks and his behavior during testing was atypical for him, but indicative of being taken out of his routine and presented with novel tasks. Drew participated with the verbal items but his attention and behavior prevented completion of the nonverbal items. Verbally on the DAS, Drew's concept knowledge (Naming Vocabulary T = 33) was significantly stronger than his understanding of more abstract verbal information (Verbal Comprehension T=24) and his overall verbal thinking skills were significantly delayed for his age (Verbal SS = 64). Understanding relationships in pictures was challenging for Drew as well (Picture Similarities T=24). Drew's direct matching skills were strong but matching based on similarities or simple categories was a challenge for him. The Developmental Observation Checklist System (DOCS) was completed by Drew's teachers to determine the validity of the DAS. Drew's cognitive development, as reported by his teachers responses on the DOCS, continued to show a pattern of significant delay (SS=64) that was consistent with the DAS and approximated the 23 month age level. Although his scores were more indicative of a 2 year old, Drew's teachers felt that with facilitation and a familiar routine, his functioning in the classroom was more like a new 3 year old. Currently, Drew is functioning within the Below Average range of intelligence at the 8th percentile (SS=79) on the K*BIT. His true score should fall within the range of 69-89 with 95% accuracy. This is somewhat improved from his performance last year on the DAS and the DOCS, which may be attributed to his being on Ritalin. Drew's vocabulary knowledge was Below Average (SS=75), as were his nonverbal reasoning skills (SS=87). Although on Ritalin, Drew was extremely distractible during this assessment, which negatively impacted his performance. He appeared stressed to be out of his class and routine, often looking into the class and repeating whatever was being said in class. Even given his distraction, this appears to be a fairly accurate estimate of Drew's current level of thinking based on his classroom performance and teacher report.

Social/Emotional/Behavioral Functioning	Evaluator	Date of Evaluation
	N. Braeuer / A.Balducki	Oct 28, 2010

File review:
Evaluations completed through Alta Vista included the Vineland Adaptive Behavior Scales, Second Edition (Vineland II). The Vineland II assesses adaptive behavior in four domains, communication, daily living skills, socialization, and motor skills.

Results from Vineland II completed by Mrs. [redacted] on June 2, 2010 administered by Maura Stack-Oden: The Adaptive Behavior Composite was not able to be calculated due to two or more uncalculated sub domain scores. The area of Communication yielded a standard score of 72 which is at the 3rd percentile with an adaptive level of Moderately Low. Drew's Maladaptive Behavior was also assessed and found to be at the

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Present Level of Academic and Functional Performance/Achievement

Clinically Significant level. Critical items identified were his obsession with objects or activities, consistently preferring objects to people, and using bizarre speech.

Results from Vineland II completed by Maura Stack-Oden, teacher at Alta Vista, on July 19, 2010:

Composites	Standard Scores	Percentile	Adaptive Level
Communication	65	1	Low
Daily Living Skills	56	<1	Low
Socialization	53	<1	Low
Motor Skills	No information reported		
Adaptive Behavior Composite	56	<1	Low

According to these results, Drew's adaptive skills are low overall indicating marked impairment in age-appropriate communicative, social, and personal functioning. In the communication domain, Drew has low skills in using words and sentences and moderately low skills in reading and writing. In the area of Daily Living Skills, Drew's skills are low in taking care of personal needs and hygiene, understanding money, time, and math, following rules and routines. In the Socialization Domain, Drew's skills are low in play and leisure time. His coping skills and interpersonal relationships were also low, the latter being less developed.

Information reported at previous IEP Meeting (4-13-2010)

The information reported below is a summary of Drew's social/emotional/behavioral functioning as of April 13, 2010. Nicole Breuer, LCSW:

Classroom observation, participation in social language group, teacher, and educational assistant report

Drew is a 10 year six month old boy in fourth grade. His progress is being updated as part of his annual review of his individual education plan. Drew has made some progress socially in an educational setting. Drew greets classmates and familiar staff by name; he will look at the person he is speaking to, more with prompting than without. Drew does not appear to reference other peers in the general education setting, nor on the playground setting. A voluntary playground sign up sheet was introduced to Drew's general education class. When reviewing the sign up sheet students have signed up in all slots. However, according the para, who is with Drew during the recess time, the students who are signed up are not approaching Drew to interact for the first five minutes of recess. Drew requires prompting to engage with a peer when they speak to him, however with adults, Drew is more likely to greet without prompting.

In social group with eight SSN peers, Drew does a nice job participating with other students. With support, Drew is able to have up to two exchanges with peers, i.e., "what is your favorite game?" and waiting for response. He is working towards making a comment on the information he hears. He does a nice job staying in his personal space. He would benefit from additional facial referencing and learning joint attention and other social communication cues. Drew is learning the social rules for communicating with others. Drew does a nice job taking turns with adults when playing a game, but needs more prompting when playing games with other students.

Concerning behaviors: As of spring of 2010, the school team had a number of concerns regarding Drew's behavior. Based on our data, Drew struggles to express his thoughts/ emotions, appears to avoid non-preferred task demands, and is sensory seeking. When upset by events that occur in the home, with academics, or possibly with others in his environment, Drew reacts to such feelings by yelling, dumping shelves and objects from shelves, disrobing or ripping his clothes, kicking walls, running, and pretend falling. At times, Drew will also entangle himself in chairs and other furniture. This behavior is inhibiting him from accessing academic learning as well as social learning. Drew exhibits this behavior between 8:45 and 10:00 in the morning.

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Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Present Level of Academic and Functional Performance/Achievement

It appears Drew would benefit from ongoing support with social stories in appropriate school behavior, as well as learning how to regulate his emotions.

Physical	Evaluator	Date of Evaluation
	Katherine Lennan, OTR	Nov 8, 2010

Current information is based upon:
File Review
Review of Report from Alta Vista Occupational Therapy Consultation

Summary of Outside Occupational Therapy Evaluation - conducted 8-18-2010 by Corey Bralower, MS OTR, for the Alta Vista Center for Autism

The Beery Buktenica Test of Visual-Motor Integration, 5th Edition
This test is comprised of three subtests: the Visual-Motor Integration portion assesses the student's ability to copy shapes of increasing difficulty with measurable accuracy; the Visual-Perceptual portion requires the student to visually determine the salient features of visual stimuli and pick out the matching stimuli that are the same when given a series of choices; and the Motor Coordination portion assesses the student's ability to control finger and hand movements while drawing within a targeted area. Student's scores are compared to same age peers. Standard Scores within the 90-109 range are considered to be in the average range. Percentile scores below 7% are considered to be very low. VMI Standard Scores correlate to standard cognitive assessments and can be used to assist in determining a child's overall level of function in visual-motor integration skills as compared to cognitive skills. Drew's scores are as follows:

Subtest	*Raw Score*	*Standard Score*	*Percentile*
Visual-Motor Coordination	*12*	*65*	*1*
Visual-Perception	*13*	*61*	*.9*
Motor Coordination	*5*	*<45*	*.02*

"When completing the VMI, Endrew demonstrated decreased postural control and increased distractability perseverating on shutting down the computer. He appeared to rush through all the subtests of the VMI, which may have contributed to his low scores"

The Wold Sentence Copying Test
"Endrew demonstrated a consistent right hand preference both on the VMI and on the Wold. He demonstrated decreased bilateral coordination not stabilizing his paper with his non-preferred hand while writing. Endrew held his pencil with four fingers, demonstrating decreased separation of his hand. While writing he was able to write with his pencil sitting in his web space which is the appropriate location for the writing utensil to sit. Endrew had to complete this test two times because he was not able to utilize the given lines on the test. When provided with 1" lines Endrew demonstrated improved legibility however, he continued to write with decreased alignment, sizing,and spacing between the words and letters affecting overall legibility. He omitted letters when copying during this assessment therefore his letters per minute score was undeterminable. One factor that greatly impacts the legibility of Endrew's writing is that he writes letters on top of already written letters, a visual spatial and motor planning deficit."

Information reported at previous IEP Meeting (4-13-2010 by Katherine Lennan, OTR
The information reported below is a summary of Drew's motor, self care and sensory processing skills as of April 13, 2010.

Assessment includes records review, OT intervention, observation in the classroom, and informal assessment.

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Legal Name of Student: [redacted], Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Present Level of Academic and Functional Performance/Achievement

Drew is a 10 year 6 month old boy who receives Occupational Therapy as part of his educational program. Within the past year, Drew has been seen 30 minutes a week both individually and in a group to focus on his sensory processing and typing skills. This is an Aanual report to update his functional levels.

Motor Checklist

Drew was informally assessed for fine and gross motor skills. He demonstrates the ability to manage classroom tools, fold paper, manage scissors, manage a hole punch and stapler. Gross motor skills include tasks requiring strength, coordination and balance such as walking on a balance beam, jumping, hopping, skipping, running, and climbing on playground equipment. Drew demonstrates adequate fine and gross motor skills to access his school environment.

Informal Handwriting/Keyboarding Assessment

A handwriting sample was obtained from classroom assignments. Drew used standard wide ruled paper for the handwriting sample. Drew was able to utilize available space on each line to place his letters and demonstrated adequate fine motor skills for letter formation, alignment, spacing, sizing and general legibility for handwriting tasks. Legibility can be variable with his attention to task. Drew demonstrates a functional grasp on writing utensils and a consistent hand dominance. He is able to access a keyboard without modifications and is now able to type at a rate of 7-9 wpm.

Activities of Daily Living (ADLs)/Self-Care

Drew demonstrates adequate self-care skills to access his school environment.

Sensory Needs

Drew demonstrates the need for excessive amounts of sensory input in order to increase his ability to function within the academic setting. Drew seems more disorganized in the spring and requires more sensory breaks and more intense sensory input. His sensory integration difficulties are demonstrated by his distractibility, constant need for fidgeting or movement, and need to touch things. Loud noises including in the cafeteria, parties, and assemblies can cause Drew distress and he may begin to wander or yell out. A variety of sensory strategies have been taught to Drew and he has demonstrated how to use these strategies effectively. Drew will often seek deep pressure, neutral warmth, and chewing to reorganize himself. Some of his preferred activities have been having a therapy ball rolled on him, wrapping himself in a sleeping bag, chewing, and "pizza".

Health Status	Evaluator	Date of Evaluation
	W. Pepper RN BSN	Nov 9, 2010

11.9.10 Health update obtained from mother, Jennifer [redacted] staff, and from files reviewed. Drew currently attends Alta Vista, a private school in Denver. Drew has been diagnosed with ADHD, autism and severe allergies to nuts (esp. cashews). Per mother, he is no longer allergic to peanuts or wheat. Current daily medications include Concerta 90 mg, Intuniv 4 mg, Lexapro 30 mg, Zyrtec 10 mg and Clonidine 0.1 mg. He takes the Concerta, Intuniv and Lexapro once a day, in the morning. He takes the Zyrtec and clonidine at bedtime. Medications/ doses are per physician and subject to change without notice. Possible adverse effects from medications include, but are not limited to, seizures, cardiac complications, tics, drowsiness, nervousness, irritability, headache, diminished appetite, and insomnia. Mother states Drew has not shown any adverse effects from meds. Regarding his tree nut allergy, Drew avoids these and has not had any recent reactions. W.Pepper RN 11.9.10

4/13/09 Annual update. Information obtained from mother, Jennifer [redacted] as well as from files reviewed. See previous report below. Drew has been diagnosed with autism, ADHD, and severe allergies to nuts and peanuts. Currently, Drew's daily medications are Concerta and Lexapro. Epi pen jr has been prescribed to be given as needed for severe allergic reactions. Mother reports that the side effects he experiences from Concerta and Lexapro include diminished appetite and sleep disruptions. (Medications are per physician and subject to

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/15/10

Present Level of Academic and Functional Performance/Achievement

change without notice.) Distractibility, difficulty maintaining attention and focus and disruptive behaviors are areas of concern. Social interaction and communication issues persist. Se attached health care plans. W.Pepper RN BSN .

4/28/08 Reviewed school records, IEP reports, and the health information update form completed by Jennifer [redacted] mother. No significant medical concerns reported regarding the pregnancy or Drew's birth. Mom notes that Drew experienced some speech delays. Drew has been diagnosed with Autism (2001) and ADHD (2005). He is currently taking Lexapro, Focalin and Quanfacine daily. Mom reports that side effects Drew has experienced include some sleep disruptions. Mom also notes that Drew has some anxiety. Additionally, Drew has seasonal allergies. Drew has very good school attendance. Unable to screen for vision at school. No concerns in the classroom regarding vision. Hearing tested by district audiologist. K. Mueller RN,BSN

Results of vision screening: 9/28/09 20/20 R & L
Results of hearing screening: 9/28/09 Pass R & L
Health Care Plan?: Yes
How does it relate to the suspected disability?: N/A

Interpretation of Results:

Write a narrative statement, integrating the information above and information regarding the student's growth/progress under previous IEPs or conclusions about RtI.

Mrs. Reoh, Drew's 4th grade classroom teacher, reports that in the general education class Drew has the most success during read aloud time. Drew will eat his snack while the story is being read and will color or work a puzzle as the teacher is reading. In group activities, Drew shows initial interest but his attention is short and he needs redirection from the para-educator. His peers will try to redirect him but he only listens to the redirection from the para-educator. Drew enjoys playing math fact games with the class. He greets kids in his class and his teacher. Drew's conversations are limited to "hi" with peers and he has scripted conversations with his teacher.

Drew continues to need specialized instruction for reading, writing and math. Drew's level of anxiety with academic demands especially with new concepts continues to be high. This year he has had an increase in aggressive behaviors resulting in room clears and the use of calming down areas.

Drew exhibits significant weaknesses with social language skills, and continues to need specialized instruction for development of communication skills.

Drew demonstrates fine/gross motor and visual motor skills that are functional for the academic environment when he is able to focus his attention. He remains very distractible and requires frequent cueing to remain on task. The rapid rate at which he completes many tasks often negatively impacts his performance.

The staff from Alta Vista is in agreement with the interpretation of results.

How does the student's suspected disability impact access to and progress in the general curriculum, including content standards?

Drew's disability impacts his access to the general curriculum in all areas. He requires specialized instruction for academics and paraprofessional support to participate in the general classroom activities. Drew will be working towards modified standards in reading, writing, and math as outlined in the goals and objectives.

Drew's communication difficulties impact his ability to interact with peers and adults in an educational setting.

Drew's difficulty with sensory processing and self-regulation skills negatively impacts his ability to access his

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Present Level of Academic and Functional Performance/Achievement

educational program.

What are the student's educational needs resulting from the child's disability that are to be addressed by this IEP?
To improve reading, writing, and math skills
To strengthen daily living skills
To improve social language skills
To improve self-regulation

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Douglas County School District Re 1 - Special Education Department
620 Wilcox St., Castle Rock, CO 80104
(303) 387-0080

DRAFT

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Determination of Eligibility and Disability

(This section completed only for eligibility meetings)

Have sufficient and appropriate evaluations been completed, documented, and considered to determine the child's/student's current level of functioning, achievement, performance and educational needs? ☐ Yes ☐ No

If not, obtain additional information and reconvene the meeting.

(This section completed only for eligibility meetings)

☐ is ☐ is not *due to a lack of appropriate instruction in reading, including the essential components of reading instruction.*

☐ is ☐ is not *due to a lack of appropriate instruction in math.*

☐ is ☐ is not *due to limited English proficiency.*

(This section completed only for eligibility meetings.)

If no, does the child/student have a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act? ☐ Yes ☐ No

If no, terminate the meeting.

If the student has a disability, the disability is
(if more than one disability is determined, the primary disability should be identified with a 1, the secondary disability with a 2.

- ☐ Significant Limited Intellectual Capacity
- ☐ Significant Identifiable Emotional Disability
- ☐ Specific Learning Disability
- ☐ Hearing Disability *(requires communication plan)*
- ☐ Vision Disability *(requires literacy plan)*
- ☐ Speech or Language Impairment
- ☐ Preschool Child with a Disability

Physical Disability

- ☐ Traumatic Brain Injury
- [1] Autism
- ☐ Other Physical Disability
  - ☐ Check if physical disability due to ADD/ADHD.

Multiple Disabilities

- ☐ Deaf-Blind
- ☐ Multiple Disabilities with Cognitive Impairment

Complete the appropriate checklist for determination of each disability selected.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Academic/Functional Goals and Objectives

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the same extent as nondisabled children.

Annual Goal: *1. The student will demonstrate the ability to read and comprehend a variety of instructional-leveled texts, as measured by the following objectives:*

Standard/ Access Skill: *Language Arts, 4*

Short-term Objective: *a) Drew will read non-fiction texts at his instructional reading level and answer teacher directed questions from his reading.* Start: 11/16/10 End: 04/29/11

Checkpoint: *4 - 6 (4.2): Uses a variety of strategies (e.g., asking questions, drawing conclusions, using clues from text to support generalizations, distinguishing between fact/opinion and cause/effect) to comprehend narrative and expository text.*

Criteria: *>= 80 percent in 3 out of 4 consecutive trials with <= 2 verbal prompts in 1 environment(s)*

Narrative: *Non fiction texts will be provided at Drew's instructional level.*

Baseline: *<= 50 percent with >= 5 verbal prompts*

Narrative: *Drew is able to read non-fiction texts at a 2.5 grade level. He requires prompting to answer comprehension questions. Basic Reading 2.9 G.E. on WJII (per Alta Vista). As of 11/12/2010, Drew is able to answer What questions related to information at a 1st grade level with 48% with no prompting.*

Methods(s) of Measurement: *Written performance, Oral performance, Data collection.*

Short-term Objective: *b) Given a set of directions or steps, Drew will read and follow the directions or steps.* Start: 11/16/10 End: 04/29/11

Checkpoint: *4 - 6 (4.2): Uses a variety of strategies (e.g., asking questions, drawing conclusions, using clues from text to support generalizations, distinguishing between fact/opinion and cause/effect) to comprehend narrative and expository text.*

Criteria: *>= 80 percent in 3 out of 4 consecutive trials with <= 2 verbal prompts in multiple environment(s)*

Narrative: *Drew will attend to written directions/steps, and execute the task(s) with at least 80%*

Progress Key:
1. Skill / behavior is rarely or never demonstrated, therefore incomplete positive data is available.
2. Skill / behavior is inconsistent with frequent prompts and is below expectations of plan.
3. Skill / behavior is consistent over time with few prompts and meets expectations of plan.
4. Skill / behavior is generalized and transferred without prompts and is above expectations of plan.

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Viste Date of Meeting: 11/16/10

Academic/Functional Goals and Objectives (con't)

accuracy, when given two or fewer verbal prompts.

Baseline: <= 50 percent with >= 3 verbal prompts

Narrative: Drew requires multiple prompts to read and follow directions.

Methods(s) of Measurement: Demonstration/Performance, Data collection.

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DRAF

Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 5914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the same extent as nondisabled children.

Annual Goal: *2. The student will improve writing skills as measured by the following objectives:*

Standard/ Access Skill: *Language Arts, 3*

Short-term Objective: *a) Drew will use non-fiction text vocabulary at his instructional reading level to give written responses to questions.* Start: 11/16/10 End: 04/29/11

Checkpoint: *4 - 6 (3.3): (Conventions) Produces a legible product using conventions for writing such as punctuation, capitalization, standard spelling, and grammar.*

Criteria: *>= 80 percent in 3 out of 4 consecutive trials*

Narrative: *Drew will be able to correctly use new vocabulary 80% of the time.*

Baseline: *<= 50 percent*

Narrative: *Drew uses new vocabulary in responses to questions less than half of the time. At Alta Vista, Drew has demonstrated 95% accuracy on a 1st-2nd grade level as of 7/23/10 based upon baseline data taken on his incoming objectives.*

Methods(s) of Measurement: *Written performance, Data collection.*

Short-term Objective: *b) Drew will use appropriate conventions (capitals, punctuation) to keyboard and/or communicate via e-mail.* Start: 11/16/10 End: 04/29/11

Checkpoint: *4 - 6 (3.3): (Conventions) Produces a legible product using conventions for writing such as punctuation, capitalization, standard spelling, and grammar.*

Criteria: *>= 80 percent in 3 out of 4 consecutive trials in multiple environment(s)*

Narrative: *Drew will type a 5 sentence e-mail that includes at least 2 questions, using appropriate capitalization and ending punctuation, with support.*

Baseline: *<= 10 percent*

Narrative: *Drew has not yet used e-mail as a regular formof communication. At Alta Vista Drew currently writes a 2-3 sentence email independently.*

Methods(s) of Measurement: *Written performance, Data collection.*

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School of Attendance: Alta Vista Date of Meeting: 11/16/10

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the same extent as nondisabled children.

Annual Goal: *3. The student will communicate an understanding of number sense as measured by the following objectives:*

Standard/ Access Skill: *Mathematics, 1*

Short-term Objective: *a) Given a variety of coins and dollars, Drew will accurately count money up to $5.00 and then hand over the correct amount counted.* Start: 11/16/10 End: 04/29/11

Checkpoint: *4 - 6 (1.1): Understands value as it relates to positive rational numbers (e.g., 3/4, 1/3, 2/1, 0.75), including terminating decimals through hundredths, commonly-used fractions (i.e., halves, thirds, fourths, fifths, eighths, tenths), mixed numbers, and percents.*

Criteria: *>= 90 percent in 3 out of 4 consecutive trials in 2 environment(s)*

Narrative: *When presented with a handful of money and a certain amount to provide, Drew will accurately count the coins/dollers representing the given amount.*

Baseline: *<= 80 percent in 3 out of 4 consecutive trials with >= 3 verbal prompts*

Narrative: *Drew can count money with a variety of coins but is inconsistent. At Alta Vista Drew has mastered counting the value of like coins & mixed coins involving pennies, nickels & dimes; currently at 47% with quarters & dimes*

Methods(s) of Measurement: *Oral performance, Demonstration/Performance, Data collection.*

Short-term Objective: *b) When identifying an object Drew wishes to purchase, he will be able to answer the question, "is that enough money?".* Start: 11/16/10 End: 04/29/11

Checkpoint: *4 - 6 (1.5): Uses oral/written language to communicate an understanding of number sense.*

Criteria: *>= 90 percent in 4 out of 4 consecutive trials*

Narrative: *In a simulated store situation where Drew is supplied with X amount of money, he will be able to indicate if he has enough money to purchase a desired item.*

Baseline: *<= 50 percent with >= 3 verbal prompts*

Narrative: *Drew does not consistently demonstrate understanding of the concepts of greater than/less than, along with the ability to answer yes/no accurately.*

Methods(s) of Measurement: *Demonstration/Performance, Data collection.*

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School of Attendance: Alta Vista Date of Meeting: 11/16/10

Academic/Functional Goals and Objectives (con't)

Short-term Objective: c) Given a word problem, Drew will be able to identify which operation (addition, subtraction, multiplication or division) to use to solve the problem
Start: 11/16/10 End: 04/29/11

Checkpoint: 4 - 6 (1.5): Uses oral/written language to communicate an understanding of number sense.*

Criteria: >= 90 percent in 4 out of 4 consecutive trials in 2 environment(s)

Narrative: Drew chooses the correct operation needed to solve a 1 step word problem

Baseline: <= 75 percent in 3 out of 4 consecutive trials with >= 3 verbal prompts

Narrative: Drew is able to distinguish between 1 step word problems involving addition and subtraction.

Methods(s) of Measurement: Written performance, Oral performance, Demonstration/Performance, Data collection.

Short-term Objective: d) Drew will learn his multiplication facts 6-12.
Start: 11/16/10 End: 04/29/11

Checkpoint: 4 - 6 (1.3): Understands basic mathematical properties (e.g., 2 + [3 + 4] = [2 + 3] + 4, 12 ÷ 2 ' 2 ÷ 12) and how they apply to whole and rational numbers.

Criteria: >= 90 percent in 3 out of 4 consecutive trials

Narrative: Drew will use paper/pencil and/or math facts game opportunities to demonstrate automatic recall of multiplication facts involving digits 6-10.

Baseline: <= 80 percent, over the course of 3 day(s)

Narrative: Mastered 0-5 on paper/pencil tasks. Updated baseline data provided by Alta Vista: as of 11/12/10 has mastered 5, 6, 7, & 8 x 0-12 w/oral fluency & worksheets

Methods(s) of Measurement: Demonstration/Performance, Data collection.

Short-term Objective: e) Drew will learn his division facts 0-5.
Start: 11/16/10 End: 04/29/11

Checkpoint: 4 - 6 (1.3): Understands basic mathematical properties (e.g., 2 + [3 + 4] = [2 + 3] + 4, 12 ÷ 2 ' 2 ÷ 12) and how they apply to whole and rational numbers.

Criteria: >= 90 percent in 3 out of 4 consecutive trials

Narrative: Drew will use paper/pencil or math facts game opportunities to demonstrate automatic recall of division facts involving digits 0-5.

Baseline: <= 50 percent

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School of Attendance: Alta Vista Date of Meeting: 11/16/10

Academic/Functional Goals and Objectives (con't)

Narrative: *Drew knows division facts for 0 and 1 on paper/pencil tasks.*

Methods(s) of Measurement: *Written performance, Data collection.*

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School of Attendance: Alta Vista Date of Meeting: 11/16/10

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the same extent as nondisabled children.

Annual Goal: *4. The student will improve social communication skills in order to access the general education curriculumas measured by the following objectives:*

Standard/ Access Skill: *Communication and Basic Language Skills*

Short-term Objective: *a) Given a structured small group setting, Drew will engage in appropriate turn taking skills by attending to a peer's turn and waiting for his own turn.* Start: 11/16/10 End: 04/29/11

Checkpoint:

Criteria: *"4/5 opportunities" with <= 1 verbal prompts*

Narrative: *Drew will watch the peer while he/she takes a turn & wait to begin his own turn until the previous turn has been completed.*

Baseline: *"1/5" with >= 3 verbal prompts*

Narrative: *Drew typically does not wait for others' to finish their turns; his attention is usually focused on his own turn rather than watching others.*

Methods(s) of Measurement: *Demonstration/Performance, data collection.*

Short-term Objective: *b) Given a structured small group setting, Drew will demonstrate 2 appropriate verbalizations, following a model/prompt, during game play (simple board game, bingo, racing matchbox cars, etc) with at least one peer.* Start: 11/16/10 End: 04/29/11

Checkpoint:

Criteria: *>= 2 occurrences with <= 1 verbal prompts*

Narrative: *When Drew engages in structured play with a peer, he will make at least two appropriate comments or questions directed at the peer and that are related to the situation.*

Baseline: *<= 0 occurrences with >= 5 verbal prompts*

Narrative: *Drew does verbalize during game play; however, his comments are often unrelated to the activity and are not directed at other people.*

Methods(s) of Measurement: *Oral performance, data collection.*

Short-term Objective: *c) Given a structured small group situation, Drew will answer open ended questions with a topic related one or two word reply, demonstrating 2 out of 3 successes per opportunity.* Start: 11/16/10 End: 04/29/11

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School of Attendance: Alta Vista Date of Meeting: 11/16/10

Academic/Functional Goals and Objectives (con't)

Checkpoint:
Criteria: *"successful 2/3 times per opportunity"*

Narrative: *Drew will provide an appropriate 1-2 word response when asked direct open ended questions.*

Baseline: *"1/3 successes"*

Narrative: *Drew will answer questions, but his remarks are frequently unrelated to the context.*

Methods(s) of Measurement: *Oral performance, data collection.*

Short-term Objective: *d) Given a structured small group setting, Drew will respond to a statement with a question, demonstrating 2 out of 3 successes per opportunity.* Start: 11/16/10 End: 04/29/11

Checkpoint:
Criteria: *"2 out of 3 successes per opportunity"*

Narrative: *Using role playing in a practice conversation setting & minimum level of prompting (ex. one word prompt or visual cue to signal ask a question)*

Baseline: *<= 1 success*

Narrative: *maximum level of prompting (ex. Clinician: "I had a fun weekend." "Drew, say: 'What did you do?'"*

Methods(s) of Measurement: *Oral performance, data collection.*

Short-term Objective: *e) Drew will advocate for himself while engaged in non-preferred activities in the school environment by making a variety of simple purposeful requests to indicate his needs in regards to regulating his behavior/emotions and making requests for items needed to complete tasks.* Start: 11/16/10 End: 04/29/11

Checkpoint:
Criteria: *"4 out of 5 opportunities"*

Narrative: *Drew will verbalize simple sentences (ex. I want _____. I need _____.) in response to a verbal or gestural cue, to indicate his needs.*

Baseline: *"baseline data to be determined"*

Narrative: *Drew typically indicated his needs through behaviors or gestures rather than verbal communication. Reported by Alta Vista, as of 11/12/10 Drew is able to verbally request an average of 24 different items per day with an average rate of 13 requests per half*

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Legal Name of Student: [redacted] *Endrew Robert* LASID: *122955* SASID: *6914080767*
School of Attendance: *Alta Vista* Date of Meeting: *11/16/10*

Academic/Functional Goals and Objectives (con't)

hour, independently. Requests included, "Help me with...", "I need..."

Methods(s) of Measurement: *Oral performance, data collection.*

DRAFT

Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the same extent as nondisabled children.

Annual Goal: *5. The student will improve his sensory motor skills to increase attention and focus for academics as measured by the following objectives:*

Standard/ Access Skill: *Physical*

Short-term Objective: *a) To demonstrate improved sensory motor skills and to provide an opportunity for independent sensory input, Drew will utilize the playground swings.*

Start: *11/16/10*
End: *04/29/11*

Checkpoint:

Criteria: *"3) Performs activity with verbal/gestural cues" in 3 out of 4 consecutive trials*

Narrative: *Drew will climb onto the swing, begin to pump and maintain a swinging motion when given verbal or gestural cues.*

Baseline: *"2) Participates with partial physical assistance"*

Narrative: *Drew can climb onto the swing but is unable to pump to begin and maintain a swinging motion. At Alta Vista, Drew is able to pump while swinging. He is also able to swing independently at home.*

Methods(s) of Measurement: *Demonstration/Performance.*

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School of Attendance: Alta Vista Date of Meeting: 11/16/10

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the same extent as nondisabled children.

Annual Goal: *6. The student will learn and utilize strategies to improve social interactions with adults and peers as measured by the following objectives:*

Standard/ Access Skill: *Inter- / Intrapersonal*

Short-term Objective: *a) Drew will learn and utilize how to identify his internal states by seeking adult support when needed and accurately answering yes/no questions regarding his emotional state.* Start: 11/16/10 End: 04/29/11

Checkpoint:

Criteria: *"2/3 successes per opportunity" with <= 2 verbal prompts in 2 environment(s)*

Narrative: *Through the use of a self regulation educational program, a 5-point scale, role playing, and incidental teaching opportunities.*

Baseline: *"0/3 successes per opportunity" with >= 3 verbal prompts*

Narrative: *Drew expresses his internal states through behavior rather than verbal expression. Alta Vista reports that Drew is working on referencing an adult when upset (10/8/10) He currently references adults 33% of the time when upset.*

Methods(s) of Measurement: *Oral performance, Demonstration/Performance.*

Short-term Objective: *b) Develop joint attention abilities for social-communication interactions across partners and contexts by attending to people over objects during a shared activity.* Start: 11/16/10 End: 04/29/11

Checkpoint:

Criteria: *"2/3 successes per opportunity" with <= 2 verbal prompts in 2 environment(s)*

Narrative: *Through shared anticipation activities and incidental teaching opportunities.*

Baseline: *"0/3 successes per opportunity" with >= 3 verbal prompts in 2 environment(s)*

Narrative: *Drew attends to objects more than people. Alta Vista reports that Drew currently engages in 4 play routines - acting out Finding Nemo, Mario Kart track building, etc.*

Methods(s) of Measurement: *Demonstration/Performance.*

Short-term Objective: *c) Drew will demonstrate socially appropriate eating habits in the school environment.* Start: 11/16/10 End: 04/29/11

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DRAFT

Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Academic/Functional Goals and Objectives (con't)

Checkpoint:

Criteria: *"3) Performs activity with verbal/gestural cues" in 4 out of 5 consecutive trials in 1 environment(s)*

Narrative: *Closing his mouth while chewing, taking small bites, and will clean his face and hands with a napkin.*

Baseline: *"baseline data to be determined"*

Narrative: *eats with mouth open, takes large bites of food; Currently, at Alta Vista, when given nickel size bites of sandwich with single bite presentation, Drew has an average of 80% accuracy swallowing prior to reaching for another bite.*

Methods(s) of Measurement: *Demonstration/Performance.*

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DRAFT

Legal Name of Student: [redacted] Andrew Robert LASID: 122955 SASID: 6914080767

School of Attendance: Alta Vista Date of Meeting: 11/16/10

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the same extent as nondisabled children.

Annual Goal: *7. The student will increase independence in an educational setting in order to demonstrate decreased anxiety as measured by the following objectives:*

Standard/ Access Skill: *Organization*

Short-term Objective: *a) Given a systematic work system with 3 familiar academic tasks (2 preferred and 1 non-preferred) Drew will maintain his independence to completion of assigned tasks.*

Start: 11/16/10
End: 04/29/11

Checkpoint:

Criteria: *>= 2 successes in 2 out of 4 consecutive trials*

Narrative: *Drew will complete 2 preferred and 1 non-preferred task independently.*

Baseline: *"baseline to be determined"*

Narrative: *Drew is able to complete 3 preferred tasks independently. Currently, at Alta Vista, Drew has a leisure schedule with 4 preferred activities on it, that he is able to complete independently. Drew follows a PE schedule with 3-4 non-preferred activities before he is able to engage in his preferred activity (digging in rocks).*

Methods(s) of Measurement: *Demonstration/Performance.*

DRAFT

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Academic/Functional Goals and Objectives (con't)

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the same extent as nondisabled children.

Annual Goal: 9. The student will as measured by the following objectives:
Standard/ Access Skill: not aligned

Short-term Objective:	Start: End:
Checkpoint:	
Criteria:	
Narrative:	
Baseline:	
Narrative:	
Methods(s) of Measurement:	

Short-term Objective:	Start: End:
Checkpoint:	
Criteria:	
Narrative:	
Baseline:	
Narrative:	
Methods(s) of Measurement:	

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DRAFT

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Special Education, Related Services & Supplementary Aids/Services

Accommodations / Modifications:

Describe the unique accommodations/modifications necessary for the student to participate in the general education curriculum, as well as, nonacademic and extra curricular activities considering the identified needs of the student.

Systematic instructional techniques, such as scaffolding, breaking down tasks to smaller tasks, pre-teaching social skills in a one to one setting, and/or role playing.
Visual and/or written schedules as needed
Movement and sensory breaks as needed
Use of social stories for unexpected transitions and adult assisted emotional regulation
Use of social movies to reinforce positive learning behaviors
Opportunities to generalize social and communication skills in a variety of school settings.
Use of reinforcement schedules to assist in learning non-preferred tasks
Provide access to quieter, less distracting work spaces as needed
Provide access to restrooms

Service Delivery:

Specific services needed to address goals and objectives:

Regular Education Classroom with support from the Significant Support Needs Program 15 hours per week integrated in the general classroom and 17.5 hours per week direct instruction outside of the general education classroom. Direct adult supervision, provided by an SSN teacher and/or para-educator would be gradually faded as Drew's needs allow. Monitoring at all times for safety.

Occupational therapy to be provided outside of the general education classroom 30 minutes per week in an individual setting.

Speech/Language intervention to be provided one hour per week, outside of the general education classroom in a combination of individual and small group settings.

Mental health support to be provided one hour per week, outside of the general education classroom, in a combination of individual and small group settings.

Fifteen minutes per week for multi-disciplinary team consultation.

Special Education Services:

	Service Coordinator				
Type of service provider (assignment)	SSN/EA	OT/COTA	SLP/SLPA/E	MH	
Projected beginning date of service	11/16/10	11/16/10	11/16/10	11/16/10	
Projected ending date of service	04/29/11	04/29/11	04/29/11	04/29/11	
	Hours of Special Education Services per Week by Service Provider				
Indirect (consultation)	0.25	0.25	0.25	0.25	
Integrated services in general classroom	15				
Direct outside general classroom	17.5	0.5	1	1	
Total hours by provider	32.75	0.75	1.25	1.25	

Note: Additional information may be provided on Comments page

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Legal Name of Student: [redacted], Andrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Special Education, Related Services & Supplementary Aids/Services

continued...

Other IEP Services:
(such as supplementary aids and services)

	Description	Start/End Dates
Parent Follow-up Activities		
Preschool Integrated Education Program		

Does the student require:

Special transportation?	☒ Yes	☐ No
A literacy/modality plan? (For Vision Disability)	☐ Yes	☒ No
A communication plan? (For Hearing Disability)	☐ Yes	☒ No
A behavior plan?	☒ Yes	☐ No
A health care plan?	☒ Yes	☐ No
Assistive technology? (If yes, describe):	☐ Yes	☒ No

Extended School Year? ☒ Yes ☐ No ☐ To be determined by: _____
(Rationale for decision)

While there has been no opportunity to gather regression/recoupment data in the past 6 months, we would anticipate that based on Drew's diagnosis of Autism he would meet the eligibility criteria for Extended School Year services.

Douglas County School District Re.1 - Special Education Department
620 Wilcox St, Castle Rock, CO 80104
(303) 387-0080

DRAFT

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: [redacted], Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Date of Meeting: 11/16/10

Special Education, Related Services & Supplementary Aides/Services

Recommended Placement in Least Restrictive Environment (LRE):

How much time is student only with students with disabilities? 55-60%

Setting Code: 303 Inside the Regular Class Less than 40% of the Time

Why? This setting best meets his needs & allows himto receive maximum benefit in the LRE.

Involvement of Student in State and District Assessments:

(a) What state and district assessments of student achievement will the student be taking?

☐ CSAP ☒ CSAP-A ☐ Other: _____

(b) What accommodations, if any, will be provided to the student related to the administration of the assessments of student achievement? Accommodations must be a regular part of student's IEP.

All accommodations in this IEP and allowed by the assessment tool. May include, one on one instruction, simplify verbal directions as allowed per test design, written directions/picture cues as allowed

(c) If the student will not participate in said assessments, why not?

(d) How will the student be assessed?

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DRAFT

Legal Name of Child/Student: [redacted] *Endrew Robert* Date of Meeting: *11/16/10*
Birthdate: [redacted] C.A.: [redacted] LASID: *122955* SASID: *6914080767*

Determination of Disability

DEFINITION: A child with a physical disability shall have a sustained *illness or disabling physical condition* which prevents the child from receiving reasonable educational benefit from general education.

A sustained illness means a prolonged, abnormal condition requiring continued monitoring characterized by limited strength, vitality, or alertness due to chronic or acute health problems and a disabling condition means a severe physical impairment. Conditions such as, but not limited to, traumatic brain injury, autism, attention deficit disorder and cerebral palsy may qualify as a physical disability, if they prevent a child from receiving reasonable educational benefit from general education.

Criteria for a physical disability preventing the child from receiving reasonable educational benefit from general education should be dependent upon the child's diagnosis and degree of involvement in the regular school setting as characterized by any of the following:

The child's chronic health problem or sustained illness requires *(check those that apply)*

- ☐ continual monitoring,
- ☐ intervention, and/or
- ☐ specialized programming

In order to accommodate the effects of the illness so as to reasonably benefit from the educational program.

The child's physical disability interferes with: *(check those that apply)*

- ☐ ambulation,
- ☒ attention,
- ☐ hand movements,
- ☒ coordination,
- ☒ communication,
- ☒ *self-help skills, and*
- ☒ other activities of daily living

to such a degree that it requires: *(check those that apply)*

- ☒ special services,
- ☐ *equipment, and/or*
- ☐ transportation.

REQUIRED FOR DETERMINATION OF A PHYSICAL DISABILITY.

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Form F.8

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Legal Name of Child/Student: [redacted] *Endrew Robert* Date of Meeting: *11/16/10*
Birthdate: [redacted] C.A.: [redacted] LASID: *122955* SASID: *6914080767*

INDIVIDUAL LITERACY PLAN / COLORADO BASIC LITERACY ACT SUGGESTED PARENT/FAMILY INTERVENTIONS

The following suggested checklist of parent/family literacy interventions are not required by Special Education law, but are based upon Colorado Basic Literacy Act (CBLA) requirements:

Elementary School Level

Primary Level: Parent privides support outside the school day.

- ☐ Read to the child each day.
- ☐ Read with the child each day.
- ☐ Talk with the child about what they are reading and/or watching.
- ☐ Encourage child to use reading for a variety of reasons (recipes, lists, etc.).
- ☐ Write for a variety of reasons (cards, letters, journals, etc.).
- ☐ Practice alphabet letter identification and letter sounds with the child.
- ☐ Practice reading high frequency word cards with the child.
- ☐ Monitor the child's homework.
- ☐ Other:

Intermediate Level: Parent provides support outside the school day.

- ☒ Read to the child each day.
- ☒ Read with the child each day.
- ☒ Talk with the child about what they are reading and/or watching.
- ☒ Encourage child to use reading for a variety of reasons: recipes, newspapers, magazines, lists, letters, etc.)
- ☒ Monitor the child's homework.
- ☒ Attend parent/teacher conferences.
- ☐ Provide additional support in the following ways:

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SPECIAL EDUCATION TRANSPORTATION FORM

11/16/10	11/16/10	122955	6914080767
Meeting Date	Expected Starting Date	LASID	SASID

The following information must be provided with IEPs of students requiring special transportation as a related service.

Name of Student: [redacted] Endrew Robert DOB: [redacted] Grade: 5 Track Mod.

INFORMATION SOURCE

Case Mgr.
School Year: 2010-2011 Program: SSN Home School: SVE
Home/Address: [redacted]
School of Attendance: SVE Parent/Guardian Name: [redacted] Joe
Telephone: Home: [redacted] Mother(w): Father(w):

Case Mgr./ Transport./ Parent
A.M. Pickup Location: Phone:
P.M. Dropoff Location: Phone:

Case Mgr./ Parent
EMERGENCY CONTACT: Name:
Phone:

Case Mgr./ Parent/ Nurse
EMERGENCY MEDICAL INFORMATION:
Student's Doctor: Phone:
Hospital Preference: Address:
Allergies:
Current Medication: Dosage:
Special Instructions for Attending Physician:

Case Mgr./ Parent/ Nurse
IMPORTANT MEDICAL INFORMATION FOR SAFE TRANSPORTATION OF STUDENT
(include any special training needed by bus personnel, para support, etc.):

Photo Here (provided by transportation department)

Case Mgr.
SPECIAL INSTRUCTIONS FOR DEALING WITH STUDENT
(language, medical information, behavior, etc.):

SPECIAL BUS NEEDS (check all that apply): ☐ Wheelchair ☐ Postural Support
☐ Walker ☐ Carseat ☐ ParaPro Other:

Case Mgr.
OTHER TRANSPORTATION ARRANGEMENTS (describe):

Case Manager (print): Amy Holton Phone: 303-387-6800

Case Manager Signature:

1 COPY WITH THE IEP, 1 COPY TO TRANSPORTATION

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DRAF

Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080787
School of Attendance: Alta Vista Implementation Date: Draft

Behavior Intervention Plan

Contributors to Plan:

Amy Holton, SSN Teacher; Robin Kessel, Speech and Language Therapist; Monica Ritzdorf, COTA ,Kathy Lennan, Occupational Therapist; Nicole Breuer, Social Worker

Background Information:

Drew has a diagnosis of Autism with ADHD; he is currently taking the following medications to regulate his behavior: Lexapro 20mg, Concerta extended release 54mg and 36 mg (equals 90 mg), and Intuniv 4mg. Per Mrs. [redacted] report, all medications are given in the morning just before coming to school. The addition of the Intuniv medication began in February of 2010. The Concerta has been increased over time since the third grade. Drew has been served in the general education and SSN classrooms for the 2009/2010 school year. He has made growth in many domains. For example, Drew is able to express some simple emotions (happy, mad) and he is able to take turns playing a game with others. Drew is also beginning to look towards the person talking and he is responding with a one word greeting. According to the SSN teacher, when Drew is supported by a para in his general education classroom he can become dependent on the para that is with him. There have been efforts to aid Drew in recognizing his general education teacher as the lead adult to reference when in his classroom Drew continues to first reference his para prior to his general education teacher. Drew is able to use a limited variety of language skills. He is able to answer simple, direct questions with simple direct answers. He has made some growth ,with prompting, to ask a question of a peer based on a specific topic of information. Drew also uses language that he echoes from computer games, television, and movies. This can be spontaneous language and may or may not be related to the subject at hand. When Drew becomes frustrated in the school environment, he has a tendency to display behaviors that are disruptive to his and others learning environments. This plan was drafted after Stacey Struessel, behavior specialist received consent from Mrs. [redacted] to be involved. The outcome for this plan was to address the behaviors exhibited by Drew when he appears agitated and /or anxious in the educational environment. At this point, there has not been an opportunity to implement this plan as Drew was withdrawn from Douglas County School District on May 7th, 2010.

Strengths:

Funny
Apologizes
Sweet disposition
Reading skills
Follows routines
Able to identify tasks/objects that he wants to earn
Shows concerns for friends in SSN

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Implementation Date: Draft

Behavior Intervention Plan

Concerning Behaviors:	Frequency:	Duration:
Climbing furniture	During episode of bx.	Less than 1 min.
Scripted falling off furniture (chair when seated, walking up the ramp, then says "oh, baby.")	During episode of bx-to daily.	Less than 1 min.
Hitting computer/TV screens	Repetitive once starts.	Less than 1 min./ every 30 s. to 1 min.
These behaviors occur when Drew begins an episode of bx//beginning at 8:40-10am or 10:30		
Seeks punishment by: (asking others to spank him, including mom)	Either onset or during a bx. episode.	Less than 1 min.
Yelling/screaming (I hate you)	Multiple x /wk.	Intermittent throughout an episode.
Scripted dumping behavior	During bx episodes.	
Kicking people Kicking walls	Two times per episode. Multiple x within an episode	1-3 times a week until he completes his script. Less than 1 min.
Head banging	Multiple x within an episode.	1-3 min.

Function/Motivation for Behavior:

Drew is a student who appears to be displaying behavior due to avoidance of expectations in the school environment that he perceives as difficult regardless of the subject area. It seems Drew may not fully understand the "purpose" behind the assignments asked of him. The team is questioning sensory processing difficulties as a function for behavior due to Drew appearing to look agitated/"crawling out of his skin" at times. This is evidenced by "Drew laying on the floor, picking at his shoes, pulling at his clothes, being in constant movement." Finally, the team is also questioning communication as a function for behavior, due to Drew's limited ability to express his needs or wants.

Target Behavior 1:	Criteria:	Criteria Narrative:
Using taught coping strategies (5 point scale, math worksheets, sensory breaks, etc) to reduce escalation of behavior episodes and remain in anxiety phase; in order to move fromanxiety phase to tension reduction.	"3) Performs activity with verbal/gestural cues" in a time period of <= 15 min(s) in 2 environment(s)	Drew will use learned strategies in order to keep fromescalating when upset.

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Implementation Date: Draft

Behavior Intervention Plan

Target Behavior 2:
Drew will request basic wants and needs when calmby using verbal or gestural cues.

Criteria:
"3) Performs activity with verbal/gestural cues" in a time period of <= 10 min(s) in 2 environment(s)

Criteria Narrative:
Drew will be able to state e want or need when asked.

Environmental / Preventative Strategies:

What:	Staff Responsible:
Consistent/structured morning routine	SSN staff
Quiet introduction to school (soft lighting, soft music, SSN room)	SSN & Support staff
Sensory breaks at home	Parents
Front loaded sensory breaks at school	OT/SSN & support staff
3 smiley faces/checks/dollars/stars:earns reward (visual schedule)	All staff
Written directions to reduce auditory	All staff
Positive verbal reinforcement	All staff
Clear directions - no more than one step at a time	All staff
Reduce expectations of Drew until 10am	All staff
Re-enforce Drew is "safe" at school	SSN staff
Social stories	All staff
Access to visual 5 point scale for reference	MH/SSN staff

Direct Teaching of Needed Skills:

What:	Staff Responsible:
Joint attention and anticipation of opportunities with people	MH/ SSN staff
Provide script (& pre-teach) for what to do when upset	MH/SSN staff
Identification of emotional states (Alert or 5 -point scale)	MH/OT
Prompting Drew to ask for assistance when needed for basic needs/wants	All staff

Teachable Moments / Responses to Behaviors:

When Student Does This:	Staff Will Do This:
Shows anxiety by:	**Be supportive by:**
Ignores adult directions	Engage Drew in conversation, allow for sensory break & allow him choice of sensory task.
Does not say "Hi"	Set up situation for him to be successful.
Eyes dart	Ask him, "What do you want to learn today?"
Body becomes rigid, racing heart	Alter environment: soft lights and music.
Unresponsive and runs own agenda	Decrease expectations until resolved.
Does not follow routine/exhibits refusal behaviors	
Enters classroom and goes everywhere but desk	

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Legal Name of Student: [redacted] Endrew Robert LASID: 122955 SASID: 6914080767
School of Attendance: Alta Vista Implementation Date: Draft

Behavior Intervention Plan

Shows defensiveness by:
Goes under desk
Screams/Yells
Eyes look around room
Increased scripting, shouts "Wait"
No communication of any needs
Scripted/pattered behaviors (dumping, climbing, falling down)
Self Injurious behaviors (head banging/kicking)

Enters Tension Reduction:
Laying on bean bag
Apologizes to adult
Exhausted self

Be directive by:
Use white boards to communicate
Clear room, or get Drew to safe area
Allow Drew to run through his scripted behavior
Attempt to figure out what is important to him at moment and what he needs- offer it.
Use Drew's vocabulary, help learn he can earn it and then redirect him by, "What do you want to earn, make a good choice, earn 3 happy faces (obtained within 15 minutes) and you can do _____."

Create Therapeutic Rapport by:
Find way to re-engage him in school or play.

Other Information / Actions To Be Taken:
Follow up questions for parents/ongoing assessment:
Anxiety vs. medication side effects?
Avoidance vs. anxious behaviors?
What triggers lead to avoidance or anxious behavior?
What is the tie between morning routine and medication side effects & transition to school?
What is a "typical" routine at home in the morning?
What opportunities has Drew had to practice social interactions outside of the school environment?

Implementation Date: Draft Follow-up Meeting: _____

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Endrew [redacted]
Legal Name of Student

State Student ID (SASID)

[redacted]
Date of Birth

11/16/2010
Date

Local Student ID (LASID)

Administrative Unit Name

AU Address

AU Phone Number

SECTION 1: TYPE OF MEETING

Eligibility	Individualized Education Program
☐ Initial Eligibility Meeting	☐ Initial IEP
☒ 3-Year Reevaluation	☐ Annual Review
☐ Special Evaluation	☐ Amendment to IEP Dated: _____
	☒ Other: Triennial
	☐ N/A (Student Did not qualify)
Date Initial Consent for Services: _____	

SECTION 2: DATES OF MEETINGS

Date of next eligibility meeting *(on or before)* 11/16/2013 Date

Date of next IEP review meeting *(on or before)* 11/16/2011 Date

Date of initial consent for evaluation _____ Date

Date initial evaluation completed _____ Date

Date of initial eligibility determination 9/25/2002 Date

Post secondary goals due during the year when the student is 15 but no later than the end of 9th grade Date

SECTION 3: STUDENT AND FAMILY INFORMATION

	Prior to Meeting	After Meeting
District of Residence	Douglas County School District	Douglas County School District
Home School	Summit View Elementary	Summit View Elementary
School of Attendance	Alta Vista Center for Autism	Alta Vista Center for Autism
Unit/Facility of Attendance (if out of district)		
Primary Disability, if any	Autism	Autism
Primary Educational Environment	Separate School	Separate School

Grade: 5 Age: 10 Gender: ☒ Male ☐ Female

Race/ Ethnicity: ☐ American Indian or Alaskan Native ☐ Asian/Pacific Islander ☐ Black ☐ Hispanic ☒ White not Hispanic

Primary Language Spoken in the Home English _____

Student's Primary Language English _____

Does the student have Limited English Proficiency ☐ Yes ☒ No

Is an interpreter needed for meetings? ☐ Yes ☒ No

Is there an Educational Surrogate Parent (ESP)? Yes ☐ No ☒

Student's Parent/ Guardian(s)/ESP	Jennifer and Joseph [redacted]				
Address	[redacted]				
City/State/Zip	[redacted]				
Telephone Number	[redacted] Home	[redacted] Cell	[redacted] Work	Home	Cell Work
Email					

EXHIBIT

186a

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Endrew [redacted]		[redacted]	11/16/2010
Legal Name of Student	State Student ID (SASID)	Date of Birth	Date

INDIVIDUALIZED EDUCATION PROGRAM

SECTION 4: PROCEDURAL SAFEGUARDS

I have been provided the special education procedural safeguards in my native language or other mode of communication. ☐ Yes ☐ No

Parent/Guardian/ESP Signature 300.504(a) — Date

SECTION 5: IEP PARTICIPANTS

THE FOLLOWING PARTICIPANTS ATTENDED THE IEP MEETING:

	Jennifer [redacted]	Joseph [redacted]
Student 300.321(a)(7); 300.321(b)(1)	Student's Parent/Guardian/ESP 300.321(a)(1)	Student's Parent/Guardian/ESP 300.321(a)(1)
Special Education Director or Designee 300.321(a)(4)(i)-(iii)	General Education Teacher 300.321(a)(2); 300.324(a)(3)(i)-(iii)	Special Education Teacher/Provider 300.321(a)(3)

THE FOLLOWING PERSONS WERE ALSO IN ATTENDANCE AT THE MEETING

NAME	TITLE	AREA/AGENCY REPRESENTED
Carrie Scott, M. Ed, BCBA	Clinical Director	Alta Vista Center for Autism
Maura Stack-Oden, MA, BCBA	Program Coordinator	Alta Vista Center for Autism
Sandy Houston	Advocate	IDEA Services

187ss

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Endrew [redacted]
Legal Name of Student | State Student ID (SASID) | [redacted] Date of Birth | 11/16/2010 Date

SECTION 6: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE INCLUDING INPUT FROM PARENT & STUDENT

Student Strengths, Preferences, Interests

What are the student's educational/developmental strengths, interest areas, significant personal attributes and personal accomplishments? Be sure to include specific feedback from the student.

300.324(a)(i) strengths of the child
300.321(b)(2) preferences and interests 300.43(a)(2)

Endrew's strengths include rote academic skills such as spelling and math facts. He is able to read at a first grade level. His interests include cause and effect type games, letter books, computer games, pacman and bingo. He enjoys spending time outside.

Present Levels of Educational Performance Summary

Include results of initial or most recent evaluation
300.324(a)(ii) Results of initial or most recent evaluation

The following assessments were completed: Woodcock-Johnson III Tests of Achievement, the Vineland II Adaptive Behavior Scales parent and teacher reports and the VB-MAPP.

Woodcock-Johnson III Tests of Achievement

Endrew's English oral language skills are very low when compared to others at his grade level. His English oral expression skills are low average; his English listening comprehension skills are very low. His overall level of achievement is low. Endrew's academic skills are low average. His academic knowledge, fluency with academic tasks, and ability to apply academic skills, are all within the very low range.

When compared to others at his grade level, Endrew's performance is low average in basic reading skills and math calculation skills; low in basic writing skills; and very low in broad reading, reading comprehension, math reasoning, and written expression. His knowledge of phoneme-grapheme relationships is low.

TABLE OF SCORES

Woodcock-Johnson III Tests of Achievement
Compuscore for the WJ III, Version 2.1
Norms based on grade 4.8

CLUSTER/Test	Raw	GE	EASY to DIFF		RPI	PR	SS(68% BAND)	AE
ORAL LANGUAGE (Ext)	-	K.6	<K.0	2.0	37/90	1	64 (60-68)	5-2
ORAL EXPRESSION	-	1.4	<K.0	3.5	65/90	10	80 (75-86)	6-10
LISTENING COMP	-	K.2	<K.0	1.2	15/90	0.3	59 (55-64)	5-10
TOTAL ACHIEVEMENT	-	2.1	1.7	2.7	18/90	2	70 (68-72)	7-6
BROAD READING	-	2.2	1.9	2.6	6/90	2	69 (67-71)	7-6
BROAD MATH	-	1.8	1.2	2.4	17/90	1	66 (64-69)	7-1
BROAD WRITTEN LANG	-	2.3	1.7	3.2	43/90	6	76 (70-83)	7-9
BASIC READING SKILLS	-	2.9	2.5	3.5	38/90	18	86 (84-88)	8-3
READING COMP	-	1.4	1.1	1.7	5/90	0.2	57 (53-60)	6-9
MATH CALC SKILLS	-	3.5	2.5	4.9	76/90	21	88 (84-92)	9-0
MATH REASONING	-	K.6	K.2	1.0	1/90	<0.1	51 (48-54)	5-9
BASIC WRITING SKILLS	-	2.0	1.6	2.5	14/90	3	72 (66-77)	7-5
WRITTEN EXPRESSION	-	1.8	1.3	2.6	34/90	1	67 (56-78)	7-1
ACADEMIC SKILLS	-	3.1	2.6	3.7	43/90	11	82 (79-85)	8-5
ACADEMIC FLUENCY	-	1.9	1.3	2.5	20/90	2	69 (64-75)	7-2
ACADEMIC APPS	-	1.3	1.0	1.7	5/90	0.2	56 (53-59)	6-7
ACADEMIC KNOWLEDGE	-	<K.0	<K.0	K.2	2/90	<0.1	45 (40-51)	4-7
PHONIGRAPH KNOW	-	1.6	1.3	1.9	19/90	4	74 (71-77)	7-0

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Vineland II Adaptive Behavior Scales
Parent Rating
Narrative Report
The Vineland Adaptive Behavior Scales, Second Edition (Vineland-II) measures the personal and social skills of individuals from birth through adulthood. Because adaptive behavior refers to an individual's typical performance of the day-to-day activities required for personal and social sufficiency, these scales assess what a person actually does, rather than what he or she is able to do. The Vineland-II assesses adaptive behavior in four domains: Communication, Daily Living Skills, Socialization, and Motor Skills. It also provides a composite score that summarizes the individual's performance across all four domains.
ENDREW [redacted] was age 10:8 on the interview date of June 2, 2010. The respondent was his Mother, Jennifer [redacted] Jennifer was administered the Vineland-II Parent/Caregiver Rating Form by MAURA STACK-ODEN.
The Adaptive Behavior Composite cannot be calculated because of two or more uncalculated subdomain scores. ENDREW's level of adaptive functioning within the Communication domain is moderately low for his age group. His standard score of 72 results in a confidence interval of +/-7 (65 to 79) at the 90 percent confidence level. His percentile rank is 3. Thus, his score in this area is higher than or equal to only 3 percent of his peers in the normative sample. He had an adaptive level of moderately low for the Receptive subdomain, low for the Expressive subdomain, and moderately low for the Written subdomain. ENDREW's age equivalents for the Communication subdomains are 5:6 for the Receptive subdomain, 3:7 for the Expressive subdomain, and 7:10
or the Written subdomain. Comparison of the Communication subdomain v-scores can provide insight into an individual's relative abilities. In ENDREW's case, the differences between subdomains were not significant or unusual in the frequencies at which they occur in the general-population norm sample. Comparison of Vineland-II domain standard scores also can provide further insight into an individual's relative abilities. In ENDREW's case, the differences between each domain and every other domain were not significant or unusual in the frequencies at which they occur in the general-population norm sample.
ENDREW's maladaptive behavior was also assessed and is found to be at the clinically significant level compared to the national Vineland-II norm group. His tendency toward internalization of emotional distress is at the clinically significant level while his tendency toward externalization of distress is at the elevated level.
Teacher Rating
Narrative Report
The Vineland Adaptive Behavior Scales, Second Edition, Teacher Rating Form (Vineland-II TRF) provides a comprehensive assessment of personal and social sufficiency for students aged 3 through 21 years in a school, preschool, or structured day care setting. Adaptive behavior refers to an individual's typical performance of the day-to-day activities required for personal and social sufficiency. Thus, the Vineland-II TRF assesses what a student actually does, rather than what he or she is able to do. For students aged 7 through 21 years, the Vineland-II TRF assesses adaptive behavior in three different domains: Communication, Daily Living Skills, and Socialization. For children 3 through 6 years old, the TRF also assesses adaptive behavior in a fourth domain, Motor Skills.
ENDREW [redacted] was age 10:9 when the Vineland-II TRF was administered on July 19, 2010. The teacher who rated his adaptive behavior was MAURA STACK-ODEN. The professional conducting ENDREW's evaluation was MAURA STACK-ODEN. ENDREW was previously classified with Autism.
The Vineland II TRF Adaptive Behavior Composite standard score summarizes a student's performance across all adaptive behavior domains. ENDREW has an Adaptive Behavior Composite standard score of 56, which is Low when compared to other students his age in the TRF norm group. At the 90 percent confidence level, ENDREW's true Adaptive Behavior Composite score is likely to be within the range of 52 to 60 (confidence interval of +/-4). His score is higher than only less than 1 percent of students in the TRF norm group.
Different areas of adaptive functioning are assessed by the Communication, Daily Living Skills, and Socialization Domains. The Communication Domain evaluates the student's adaptive behaviors in talking, listening, reading, and writing. ENDREW's standard score of 65 in Communication is low for his age group.
Using a 90 percent confidence interval, his true score is likely to be in the range of +/-6 (59 to 71). His score is higher than only 1 percent of his peers in the normative sample.
ENDREW's standard score for the Daily Living Skills Domain is 56, which results in a 90 percent confidence interval of +/-6 (50 to 62). This score shows that his skills in managing personal needs; in understanding time, money, and math; and in following rules and routines are low for an individual of his age. His percentile rank for the Daily Living Skills Domain is less than 1.
The Socialization Domain assesses how a student interacts and gets along with others, as well as how he plays and uses leisure time. ENDREW's standard score in this domain is 53 with a 90 percent confidence interval of +/-4 (49 to 57). This score is low for his age group; he scores higher than only less than 1 percent of his peers in the normative sample.
A comparison of ENDREW's domain standard scores provides insight into his relative levels of adaptive functioning in these areas. ENDREW's domain scores are relatively equal and do not suggest a personal strength or weakness in any area.
The differences between pairs of ENDREW's domain standard scores were evaluated for statistical significance and for how frequently a difference of that size occurs in the general population. There is a significant difference at the .05 level between ENDREW's scores on the Communication and Daily Living Skills Domains, with Communication being higher, but this difference is not unusual. There is a significant difference at the .01 level between ENDREW's scores on the Communication and Socialization Domains, with Communication being higher, but this difference is not unusual. .
VB-MAPP
The VB-MAPP (Verbal Behavior Milestones Assessment and Placement Program)
The VB-MAPP provides an assessment of verbal operants, play, social skills and academics. The assessment is normed to a 4 year old.
Endrew demonstrated deficits in play, social skills and imitation at level 1 (normed to an 18 month old). He demonstrated deficits in play, social skills, imitation, intraverbals (preconversation skills), group skills and linguistic structure at level 2 (normed to a 30 month old). He demonstrated deficits in requesting, labeling, following directions, visual performance, play, social skills, writing, identification of feature, function and class, intraverbals (group instruction and linguistic structure at level 3 (normed to a 48 month old).

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Endrew [redacted]		[redacted]	11/16/2010
Legal Name of Student	State Student ID (SASID)	Date of Birth	Date

Describe the age appropriate transition assessment process used to develop the post-school goals 300.320(b)(1)

This section to be completed for the first IEP to be in effect when the student is transition age, or earlier if deemed appropriate by the IEP team

NA

Student Needs and Impact of Disability

How does the student's disability affect his/her involvement and progress in the general curriculum and participation in appropriate activities?
300.324(a)(i) concerns of parent
300.324(a)(iv) academic, developmental, and functional needs (access skills)
300.320(a)(1) How the child's disability affects the child's involvement and progress—in the general curriculum and participation in appropriate activities

Endrew's diagnosis of autism has a pervasive impact on his ability to demonstrate his understanding of language, social nuance, and skills related to academic success. His current academic setting, a separate school facility, optimizes Endrew's strengths and allows structured development of language and school-related behavioral skills which will favorably impact his ability to access appropriate curriculum in the future.

Measurable Post-School Goals

This section to be completed for the first IEP to be in effect when the student is transition age, or earlier if deemed appropriate by the IEP team
What are the student's preferences, interests and desired outcomes in future post-secondary education, employment and independent living? Be sure to include feedback from the student
300.321(b) 300.43(a)(2)(i)-(v) extrapolated

Post-School Education/Training Goal:
300.320(b)(1)
NA

Employment Goal:
300.320(b)(1)
NA

Independent Living Skills Goal (when appropriate):
300.320(b)(1)
NA

Andrew [redacted]		[redacted]	11/16/2010
Legal Name of Student	State Student ID (SASID)	Date of Birth	Date

SECTION 7: CONSIDERATION OF SPECIAL FACTORS

A. Does this student exhibit behavior that requires a Behavior Intervention Plan?
☒ Yes ☐ No
If yes, generate Behavior Intervention Plan

See attached behavior intervention plan

300.324(1)(2)(i)

B. Is the student blind or visually impaired?
☐ Yes ☒ No
If yes, generate Learning Media Plan.

300.324(1)(2)(iii)

C. Is the student deaf or hard of hearing?
☐ Yes ☒ No
If yes, generate Communication Plan.

300.324(a)(2)(iv)

D. Is the student deaf-blind?
☐ Yes ☒ No
If yes, generate Learning Media & Communication Plan.

300.324(1)(2)(iii) & 300.324(a)(2)(iv)

E. Does the student require a Health Care Plan?
☒ Yes ☐ No
If yes, indicate location of Plan.

Drew has a tree nut allergy. The health care plan is located in the main file and emergency files. Epi-pen is located in the classroom first aid kit.

F. Does the student have Limited English Proficiency?
☐ Yes ☒ No
If yes, specify how this will be addressed:

300.324(a)(2)(ii)

G. Does the student need Assistive Technology devices or services?
☐ Yes ☒ No
If yes, specify:

300.324(a)(2)(v)

H. Does the student require Special Transportation?
☒ Yes ☐ No
If yes, specify:
Parents currently provide transportation. Seeking transportation provided by school district.

300.34 Related Services (a)
300.34 (c)(16)
300.107(b)

Legal Name of Student	State Student ID (SASID)	Date of Birth	Date
Endrew [redacted]		[redacted]	11/16/2010

SECTION 8: POST-SCHOOL CONSIDERATIONS
This section to be completed for the IEP to be in effect when the child is 15, but not later than the end of 9th grade 300.320(b)

Projected date of graduation/program completion: _____ 300.102(a)(3)(i)-(iii) limitation to FAPE
Projected type of completion document _____

Post-School Education/Training Goal (from Section 6: Measurable Post-School Goals): 300.320(b)(1)

Planned Course of Study: 300.320(b)(2)
NA
Transition Services and Activities: 300.320(b)(2)
NA
Agency/community supports that may provide transition services in the coming school year: 300.321(b)(3) participants in meeting
NA

Career Employment Goal (from Section 6: Measurable Post-School Goals)300.320(b)(1)

Planned Course of Study: 300.320(b)(2)
NA
Transition Services and Activities: 300.320(b)(2)
NA
Agency that may provide transition services in the coming school year: 300.321(b)(3) participants in meeting
NA

Independent Living Skills Goal (when appropriate) (from Section 6: Measurable Post-School Goals): 300.320(b)(1)

Planned Course of Study: 300.320(b)(2)
NA
Transition Services and Activities: 300.320(b)(2)
NA
Agency that may provide transition services in the coming school year: 300.321(b)(3) participants in meeting
NA

If the student will turn 20 during the course of this IEP period, student and parent(s) have been informed of the transfer of rights at the age of majority (21).
☐ Yes ☐ No ☒ N/A 300.320(c) *Transfer of rights at age of majority.*

NOTE: **Graduation will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act 2004 and the Colorado Rules for the Administration of the Exceptional Children's Educational Act. Therefore, after graduation this student will no longer be entitled to receive special education and related services from a school district or other local education agency.**

SECTION 9: ANNUAL GOALS AND/OR OBJECTIVES 300.320(a)(2)(i)

See attached Annual Goals and Objectives

Endrew [redacted]		[redacted]	11/16/2010
Legal Name of Student	State Student ID (SASID)	Date of Birth	Date

SECTION 10: ACCOMMODATIONS & MODIFICATIONS

Accommodations

What type(s) of accommodation(s) *if any* is (are) necessary for the student to access the general curriculum and/or appropriate activities to make effective progress?
300.320(a)(4)(i)-(iii)
300.320(a)(6)(i)

Endrew's current accommodations include: one on one academic instruction, positive reinforcement, time on task allotments which address his tolerance for learning new skills, errorless learning techniques, a visual schedule, and organizational aides which allow him to independently manage task initiation and completion.

Modifications

What standards, *if any*, need to be modified, expanded, and/or prioritized for the student to access the general curriculum and/or appropriate activities to make effective progress?

Reading/Writing Standard 1: Students read and understand a variety of materials.
Reading/Writing Standard 2: Students write and speak for a variety of purposes and audiences.
Reading/Writing Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
Reading/Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
Mathematics Standard 1: Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.

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SECTION 11: EXTENDED SCHOOL YEAR DETERMINATION 300.106

Criteria/Inquiry:

Did the student experience significant regression on their IEP goals and objectives?
☐ Yes ☐ No

Did the student require an unreasonably long period of time to relearn previously learned skills?
☐ Yes ☐ No

Are there other factors relevant in determining eligibility for ESY services?
☐ Yes ☐ No

Decision: Is the student eligible for Extended School Year Services?
☐ Yes ☐ No ☐ To be determined by: _____
If yes, attach documentation for each question and record services on service summary in Section 13.
Identify which goals will be worked on during the Extended School Year Below:

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Legal Name of Student	State Student ID (SASID)	Date of Birth	Date
Endrew [redacted]	[redacted]	[redacted]	11/16/2010

SECTION 12: STATE/DISTRICT ASSESSMENTS:

District Assessments:

Check whether the student will participate in the District Assessment or the District Alternate for each content area(s) administered at the child/student's grade level. Check all that apply.

	Regular	Alternate	Not Assessed at This Grade Level
Reading/Writing/Language Arts	☐	☒	☐
Math	☐	☒	☐
Science	☐	☒	☐
Other_____	☐	☒	☐
Other_____	☐	☒	☐

If the student is eligible for the district alternate assessment, provide justification:
300.320(a)(6)(ii)(A) and (B)

List district assessment accommodations:
300.320(a)(6)(i)

State Assessments

Check whether the student will participate in the CSAP or CSAP Alternate for each content area(s) administered at the child/student's grade level. Check all that apply.

	CSAP	CSAPA or 11th Grade Alt.	ACT	Not Assessed at This Grade Level
Reading/Writing/Language Arts	☐	☒		☐
Math	☐	☒		☐
Science	☐	☒		☐
11th grade only:		☒	☐	☐

If the student will be participating in the CSAPA provide justification: 300.320(a)(6)(ii)(A) and (B)

List any CSAPA Accommodations/Adaptations:

Check all Standard Accommodations to be used in the CSAP Administration: 300.320(a)(6)(i)

Standard Presentation Accommodations

- ☐ No accommodations needed
- ☐ Braille version of the test
- ☐ Large-print version of the test (18 point font)
- ☒ Read aloud directions only
- ☐ Signing of directions only
- ☐ Oral presentation of entire test (science, math, writing only)
- ☐ Signing presentation of entire test
- ☐ Translated oral presentation of entire test
- ☒ Student receives more, but shorter sessions with "breaks" in between
- ☒ Student receives extended time
- ☐ Student uses additional manipulative for mathematics assessment

Standard Response Accommodations

- ☐ No accommodations needed
- ☒ Use of scribe to write oral responses or fill in bubbles in the test book (scribe)
- ☒ Use of scribe to write oral responses to constructed items only (scribe)
  - ☐ Use of signing as an alternative response (must also then scribe into test booklet)
- ☐ Use of assistive technology to communicate response to test items

Describe Non-Standard Accommodations:

Other Allowable Accommodations:

☒ If student is taking an alternate assessment, parents have been informed about the differences between regular and the alternate assessments (both state and district) and the [illegible] [illegible] including that, for students taking alternate assessments, their achievement will be measured based on alternate achievement standards.

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District IEP Report
7.23.2010
11.15.2010

Review of Current IEP (4.13.10)

Language Arts

1. Drew will read non-fiction texts and answer teacher directed questions from his reading.
    a. Criteria: 80% in ¾ consecutive trials with 2 or fewer verbal prompts
    b. AVCA BL: 100% accuracy with 2 or fewer verbal prompts
    c. MASTERED
2. Given a set of directions or steps Drew will read and follow the directions or steps.
    a. Criteria: 80% in ¾ consecutive trials with 2 or fewer verbal prompts
    b. AVCA BL: 89.5%2 with 2 or fewer verbal prompts
    c. MASTERED
3. Drew will use nonfiction text vocabulary to give written responses to questions
    a. Criteria: 80%
    b. AVCA BL: 94.5% accuracy
    c. MASTERED
4. Drew will use appropriate conventions to communicate via email.
    a. Criteria: 80% in ¾ consecutive trials
    b. AVCA BL: 0%
    c. Not mastered, keeping goal
    d. MASTERED: Drew is able to sign in and write an email independently. He requires prompting to write complete sentences in the email.

Mathematics

1. Given a variety of coins and dollars, Drew will accurately count money up to $5.00 and hand over correct amount.
    a. Criteria: 90% in 4/4 consecutive trials
    b. AVCA BL: Drew is able to ID coins with 95% accuracy, count like and varied coins up to $5.00 with 30.6% accuracy
    c. Not mastered, keeping goal
2. When identifying an object Drew wishes to purchase, he will be able to answer the question "Is that enough money?"
    a. Criteria: 90% in 4/4 consecutive trials
    b. AVCA BL: 8% accuracy
    c. Not mastered, keeping goal
3. Given a word problem, Drew will be able to identify which operation (addition, subtraction, multiplication or division) to use to solve the problem.
    a. Criteria: 90% in 4/4 trials
    b. AVCA BL: 5% accuracy overall. Drew identifies to use addition in all problems.
    c. Not mastered, keeping goal will amendment: ID addition and subtraction only. Teach in functional situations
4. Uses oral/written language to communicate an understanding of number sense
    a. Critiera: 90% in 4/4 consecutive trials

b. AVCA BL: did not take baseline on this goal

5. Drew will learn his multiplication facts 6-10
   a. Criteria: 90% in 4/4 consecutive trials
   b. AVCA BL: 29% accuracy
   c. Not mastered, keeping goal
6. Drew will learn his division facts 0-5
   a. Criteria: 90% in ¾ consecutive trials
   b. AVCA BL: 15.6%
   c. Not mastered, not keeping goal

Communication and Basic Language Skills

1. Drew will engage in appropriate turn taking skills by attending to a peer's turn and waiting for his own turn
   a. Criteria: 4/5 opportunities with 1 or fewer verbal prompts
   b. AVCA BL: 47% accuracy with 1 or fewer verbal prompts
   c. Not mastered, not keeping specific goal, amend to interactive games with peers and adults
2. Drew will demonstrate 2 appropriate verbalizations during game play with at least 1 peer
   a. Criteria: 2 occurrences with 1 or fewer verbal prompts
   b. AVCA BL: taken with adults, 65.7% accuracy with 1 or fewer verbal prompts
   c. Not mastered, not keeping specific goal, amend to interactive games with peers and adults
3. In a small group, Drew will answer open ended questions with a topic related response, demonstrating 2 out of 3 successes per opportunity
   a. Criteria: 2/3 successful times per opportunity
   b. AVCA BL: 25% accuracy
   c. Not mastered, not keeping specific goal, amend to be included as a target within group instruction goal
4. Using scripted language, Drew will ask a peer questions
   a. Criteria: 1/3 successes
   b. AVCA BL: 28.9% accuracy
   c. Not mastered, not keeping specific goal, amend to interactive games and group instruction (target incidentally)
5. Drew will advocate for himself in the school environment by indicating his needs
   a. Criteria: Performs activity with verbal/gestural cues in 4/5 consecutive trials
   b. AVCA BL: Currently collecting manding data as rate per half hour
   c. Not mastered, not keeping specific goal, amend to increase rate of mands, increase variety of mands, increase mands for social interaction, increase social quality of mands

Physical

District IEP Report
7.23.2010
11.15.2010

1. To demonstrate functional motor skills and to provide an opportunity for independent sensory input, Drew will utilize playground swings
    a. Criteria: performs activity with verbal/gestural cues in ¾ consecutive trials
    b. AVCA BL: Drew engages in swinging independently when following PE schedule. He requests pushes 61.5% of the time and swings without pushes 38.5% of the time
    c. MASTERED

Inter-Intrapersonal

1. Drew will use a structured format to identify the cause of his stated feeling.
    a. Criteria: 70% with 2 or fewer verbal prompts
    b. AVCA BL: 58.3% accuracy with 2 or fewer verbal prompts
    c. Not mastered, keeping goal
2. Drew will learn to identify when his engine is high.
    a. Criteria: 75% with 2 or fewer verbal prompts
    b. AVCA BL: 12.5% accuracy
    c. Not mastered, amend goal to be included in identifying emotions and adaptive behavior goal of systematic desensitization and inhibition training
3. Drew will demonstrate knowledge of peers' names as related to his job
    a. Criteria: 70% with 2 or fewer verbal prompts
    b. AVCA BL: 100% accuracy
    c. MASTERED

Alta Vista Center for Autism

Behavior Reduction and Skill Replacement Program

Name: Endrew [redacted]

Date Implemented:
Date Discontinued:

Objective: To obtain a reduction of inappropriate behaviors (climbing, crying, dropping, eloping, loud vocalizations, perseverative language, physical aggression, picking, self injurious behavior, and verbal aggression). Skill replacement procedures to be implemented include differential reinforcement of appropriate behaviors, functional communication training, increased tolerance to feared and aversive conditions, increase tolerance to delayed and denied access, Increase positive affect, increase items and activities which function as reinforcers, and increase use of adults to assist in regulating emotional state.

Target Behavior:

Behavior 1: Climbing: Any act or attempt to lift self off floor onto furniture and or people. Score occurrence separated by Endrew's feet on floor.

Behavior 2: Crying: Any act resulting in tears.

Behavior 3: Dropping: Any act or attempt in which Endrew falls/removes self from furniture, landing on knees and or bottom. Score each occurrence separated by Endrew's standing with feet on floor.

Behavior 4: Eloping: Any act or attempt to leave designated area either by walking, running or rolling across floor. Score each occurrence separated by movement toward designated area.

Behavior 5: Loud Vocalizations: Any act of screaming or yelling words or sounds above a conversational volume. Score each occurrence.

Behavior 6: Perseverative Language: Utterances repeated more than one time (following the acknowledgement of first utterance) relating to the same topic, request or comment. Score as partial interval occurrence per 5 minute interval.

Behavior 7: Physical Aggression: Any act or attempt to hit or kick other person. Score each occurrence.

Behavior 8: Picking: Any act or attempt to peel material from shoes, nose and/or scrape finger or object at tooth.

Behavior 9: Self Injurious Behavior: Any act or attempt to hit self (hand to bottom) or head bang (hit head against objects).

Behavior 10: Verbal Aggression: Any act of stating "I hate you" or "Stupid, stupid head"

Assessment/Functional Analysis:

	Date Completed
Behavioral observation (anecdotal report)	5/12/10-7/26/10
ABC Data Collection	7/26/10-8/1/10

Procedure: Transitions based upon task completion
Teacher Action: Given the end of a task/level, Endrew will receive reinforcement such as access to preferred activities or attention

Procedure: Inferential/attunement statements
Teacher Action: Teachers will make comments inferring what Endrew may be feeling or needing to assist him in identifying his own needs. For example "It seems like you might be getting hungry".

Skill Acquisition:
Student Behavior: Endrew will use Functional communication and replacement language to request items, activities, help and protests.
Procedure: Differential reinforcement, prompt replacement language
Teacher Action: Given a situation in which Endrew is seeking an item, activities, help or protesting an activity or item, teacher will model/prompt a request such as "I need to find the piece."

Student Behavior: Endrew will increase his tolerance to feared and aversive items, activities and conditions such as flies, dogs, spilling liquids and losing at a game
Procedure: Cognitive behavior therapy, systematic desensitization, shaping and reinforcement.
Teacher Action: Teachers will systematically present feared and aversive items, activities and conditions with increasing demands to tolerate their presence using reinforcement and shaping procedures.

Student Behavior: Endrew will increase his tolerance to delayed and denied access to preferred activities and items.
Procedure: Cognitive behavior therapy, systematic desensitization
Teacher Action: Teachers will systematically delay and deny access to preferred activities and items following systematic and specified teaching steps.

Student Behavior: Endrew will increase duration of positive affect.
Procedure: Sensory social and joint attention routines, partial interval data on smiling and laughing
Teacher Action: Teachers will engage in sensory social and joint attention routines to build rapport with Endrew and increase his enjoyment of interpersonal interaction. Data is collected as 5 minute partial interval occurrence of smiling and laughing.

Student Behavior: Endrew will increase the items and activities that function as reinforcers.
Procedure: Systematic conditioning of new reinforcers
Teacher Action: Teachers will pair mildly and moderately preferred activities with highly preferred activities to condition them as reinforcers.

Student Behavior: Endrew will use adults to regulate emotional state.
Procedure: Rapport building, systematic teaching of self regulation skills
Teacher Action: Teachers will engage in sensory social and joint attention routines to build rapport with Endrew. Teachers will systematically teach specific skills to use adults to help in regulating emotional state.

Reinforcement: Endrew has access to reinforcement in a variety of forms throughout the day. Endrew has access to social praise, interaction and attention from staff when he is not exhibiting target behaviors. Access to tangibles and other activities occurs contingently based upon task completion

- Redirection: teachers will prompt to return to task
- Shaping: teachers will differentially reinforce subsequent approximations

Student Behavior: Perseverative Language
Procedure: Selective attention, tolerating delayed and denied access.
Teacher Action: Acknowledge first request, use first, then statements and visuals for delayed access. Provide selective attention to Endrew when he is not engaging in Perseverative language.

Student Behavior: Physical Aggression
Procedure: block, redirection/functional communication, shaping, inferential/attunement statements
Teacher Action:

- Block: teachers will block Endrew from engaging in physical aggression
- Redirection: teachers will verbally prompt/provide replacement language such as "I want to find the piece"
- Shaping: teachers will differentially reinforce subsequent approximations
- Inferential/Attunement statements: teachers will make comments inferring what Endrew may be feeling/needing to assist him in identifying his own needs, for example "It seems like you want to go find something."

Student Behavior: Picking
Procedure: selective attention, redirection, shaping
Teacher Action:

- Selective attention: teachers will provide attention only in the form of prompts to return to task and shaping back to task
- Redirection: teachers will prompt to return to task
- Shaping: teachers will differentially reinforce subsequent approximations

Student Behavior: Self Injurious Behavior
Procedure: block, redirection/functional communication, shaping, inferential/attunement statements
Teacher Action:

- Block: teachers will block Endrew from engaging in self injurious behavior
- Redirection: teachers will verbally prompt/provide replacement language such as "I want to find the piece"
- Shaping: teachers will differentially reinforce subsequent approximations
- Inferential/Attunement statements: teachers will make comments inferring what Endrew may be feeling/needing to assist him in identifying his own needs, for example "It seems like you want to go find something."

Student Behavior: Verbal Aggression
Procedure: selective attention, redirection, shaping
Teacher Action:

- Selective attention: teachers will provide attention only in the form of prompts to return to task and shaping back to task
- Redirection: teachers will prompt to return to task
- Shaping: teachers will differentially reinforce subsequent approximations

Data Collection and Evaluation:

Endrew [redacted]

The Alta Vista Center for Autism
Behavior Intervention Plan (BIP)
Approval Sheet
(Modified environment, redirections, functional communication training, blocking, shaping, and inferential/attunement statements, selective attention)

I,_____, (parent/guardian) understand the procedures described in this behavior reduction plan and agree to the implementation of this plan. I understand that this plan will be systematically evaluated to determine its effectiveness and those changes may be made to this plan if the intervention is found to be ineffective. I understand that I can contact the Program Coordinator, Maura Stack-Oden, or Clinical Director, Carrie Scott at 303-759-1192 if I have any questions about this plan or would like to withdraw my consent for the procedure(s).

Parent Signature Date

Witness Date

Occupational Therapy Assessment
Alta Vista Autism Center

Name: Endrew [redacted]
Date of assessment: 8/18/2010
Date of birth: [redacted]
Age: [redacted]

Background information:

Endrew is a 10 year old boy diagnosed with autism. He attends the Foundations of Learning at the Alta Vista Autism Center for school 5 days a week. He was recommended by his program coordinator for observation and assessment for occupational therapy regarding his handwriting.

Assessments used:

The Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI) was administered to Endrew in addition to the WOLD Sentence Copying Test.

Results:

Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)

	Raw Score	*Standard Score*	*Percentile Rank*	*Age Equivalent*
Visual Motor Integration	12	65	1st	5.6
Visual Subtest	13	61	.9th	5.1
Motor Subtest	5	<45	.02nd	<3.0

The VMI assessed Endrew's ability to integrate visual and motor skills, or eye-hand coordination, which is important in the school setting for writing tasks. Endrew scored below average for his age in all three categories. His Visual Motor Integration score assessed his ability to copy a series of different shapes, which include a vertical line, a horizontal line, a circle, and a cross. His Visual Perception score tested his ability to identify the same design, which varied in size, orientation, and shape in a series of 3-4 options. Endrew scored the lowest of the three subtests in Motor Coordination test demonstrating significant difficulty with motor control of his pencil with paper and pencil tasks on the VMI, which affects his ability to control his pencil while writing for school-work.

When completing the VMI Endrew demonstrated decreased postural control and increased distractibility perseverating on shutting down the computer. He appeared to rush through all of the subtests of the VMI, which may have contributed to his low scores. Endrew was also observed with increased arousal, climbing on the desk. His teacher provided him with a puzzle and he appeared to calm down with that activity and was able to carry out all of the planned testing for the day.

Endrew also completed the WOLD Sentence Copying Test. He demonstrated a consistent right hand preference both on the VMI and on the WOLD. He demonstrated decreased bilateral coordination not stabilizing his paper with his non-preferred hand

while writing. Endrew held his pencil with 4 fingers, demonstrating decreased separation of his hand. While writing he was able to write with his pencil sitting in his webspace, which is the appropriate location for a writing utensil to sit. Endrew had to complete this test two times because he was unable to utilize the given lines on the test. When provided with 1" lines, Endrew demonstrated improved legibility however, he continued to write with decreased alignment, sizing, and spacing both between words and letters affecting overall legibility. He also omitted letters when copying, leaving his letters per minute score undeterminable. One factor that greatly impacts the legibility of Endrew's writing is that he writes letters on top of already written letters, a visual spatial and motor planning deficit.

Recommendations:

It is recommended that Endrew [redacted] receive 1 hour of direct occupational therapy a month at Alta Vista Autism Center to address fine motor and handwriting deficits. Improving Endrew's fine motor and writing skills will promote improved participation in school and everyday activities. Moreover, addressing his postural strength and endurance and overall sensory processing would benefit in Endrew's ability to sit upright while writing while maintaining an appropriate a regulated arousal state.

Corey Bralower, MS, OTR

Speech Language Consultation

Name: Endrew [redacted]
Date of Birth: [redacted]
School: Alta Vista Center for Autism
Clinician: Francine Alberts, M.A., CCC-SLP
Date: 9/15/2010

The Program Coordinator (PC) of Drew's classroom, Maura Stack-Oden, requested this consultation in order to get more information about Drew's speech, language and communication skills for his IEP. The evaluation consisted of observing Drew in his class, interacting with him directly on both informal and formal language tests, and discussion with his PC and case manager.

Articulation and Voice

Drew's speech can be difficult to understand for a variety of factors, including speech sound errors, high pitch, and off-topic responding/word choice. Numerous sound substitutions are present including W/L, F/TH, B/V and W/R. Other inconsistent errors are present as well. Drew was able to produce TH in words and L in isolation during our session but does not yet produce them in spontaneous speech. He was unable to produce R. He was heard to produce some words with V correctly in conversation but B for V substitutions are present as well. When Drew is not understood his teachers support him by asking him to clarify his message by repeating, asking for more information or asking him to spell the word. These strategies seemed to be working and Drew was observed calmly spelling a word when his teacher did not understand what he was saying. His teachers report that at times they cannot figure out what he is talking about, usually because it is something they are unfamiliar with or does not make sense in the context.

While he does use a high-pitched voice at times, this was not the main factor in why he was not understood and it would be difficult at this time for Drew to modify his behavior and alter his pitch. Improving Drew's intelligibility should focus on use of V, L and TH, increased sentence length and complexity, improved social interaction and his ability to clarify.

Language and Communication

Drew was given a few subtests of formal language tests and completed informal language tasks with the clinician. The Antonyms and Synonyms subtests of the CASL (Comprehensive Assessment of Spoken Language) were given to assess Drew's word knowledge (vocabulary). On the Antonyms subtest he was required to tell an opposite when given a word and on the Synonym subtest he had to choose what word, from a group of four words read to him, meant the same as the target word. Both tests yielded age equivalencies at about the six year-old level. His ability to following oral directions was assessed using a subtest of the CELF-4 (Clinical Evaluation of Language Fundamentals). Age equivalency on this subtest was four years, two months. In addition, the Sentence Completion subtest of the CASL was given. This test looks at work knowledge, like the Antonyms and Synonyms subtests do, but it looks at in context, meaning the student is given a sentence and a picture and he must understand the vocabulary and syntax of the sentence to be able to fill in a word that makes sense. Examples include: He turned the key

but the door would not_____ (open). Drew's age equivalency on this test was 3 years, 8 months. Drew got the first seven items correct but then struggled. Examples of items that were difficult for Drew include: She did not want to play soccer because the ball was too hard too_____(Drew answered *play* and then too *soft*); Cassie had to run to catch the school bus so she wouldn't be ____ (Drew answered *running* and then *not*). The Grammatical Morpheme subtest of the CASL was also given; this assesses a student's understanding of how word endings and verb tenses and other grammatical structures that add meaning. For example, hat is to hats as dress is to ____ (dresses) is assessing plurals. Drew's age equivalency on this subtest was six years, 5 months, which is in the same range as his Antonym and Synonym subtests. This was consistent with reports from his teachers that he does not use verb tenses, some pronouns and other grammatical structures correctly. Comprehension of longer, more complex language was shown to be difficult for Drew on the Directions, Sentence Completion and Grammatical Morphemes subtests, while his word knowledge at the single word level was stronger.

Drew was able to give basic information to describe which item he wanted on a high shelf and tell information about his cats, including size and color. He was able to answer simple WH type questions about a simple story but does not answer Yes/No questions accurately. Drew was able to follow some simple one-step directions with stickers and paper. During this activity he looked at the clinician consistently to indicate he was ready for the next direction. When asked, he would also repeat back the direction with the clinician before carrying out the action and this seemed to help him stay focused and more successful. Drew uses very simple and usually short sentences to communicate that do not contain complex grammatical forms such as varied verb tenses. Also, use and understanding of prepositions and other language concept words is weak.

Summary

This assessment showed the focus of Drew's speech and language goals should focus on improving his understanding and use of longer, more complex sentences. He has some basic language skills and when he was engaged he showed he was able to use them effectively in an interaction. But it also was apparent he has significant difficulty understanding longer directions and telling more than a few words about a picture/event. In addition, work on improving his production of V, TH and L should be included in his program this year. This, combined with reinforcing Drew's ability to clarify when he is not understood, will improve his overall communication. Two hours of speech therapy per month is recommended to work on the goals discussed above. This will include both direct time with Drew and consultation with his program coordinator and teachers.

Submitted by:

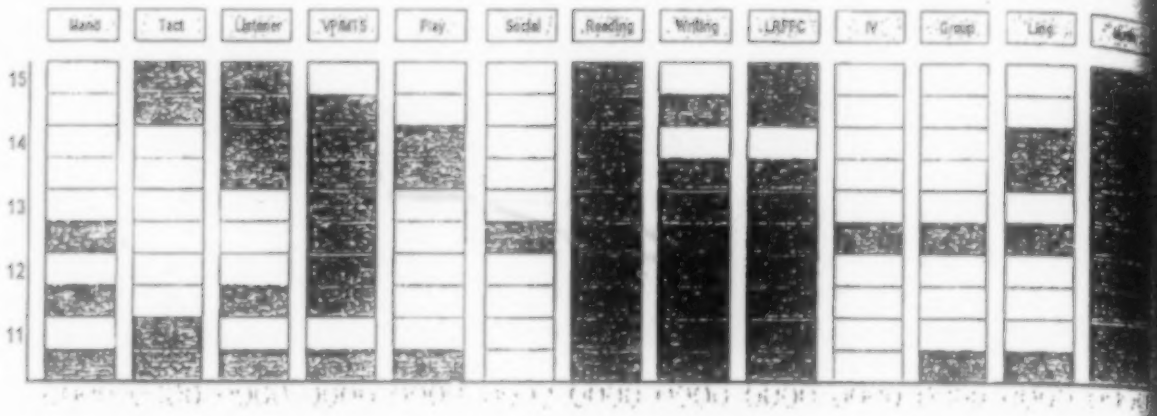
Francine Alberts, M.A., CCC-SLP
Speech Language Pathologist

VB-MAPP
Master Scoring Form

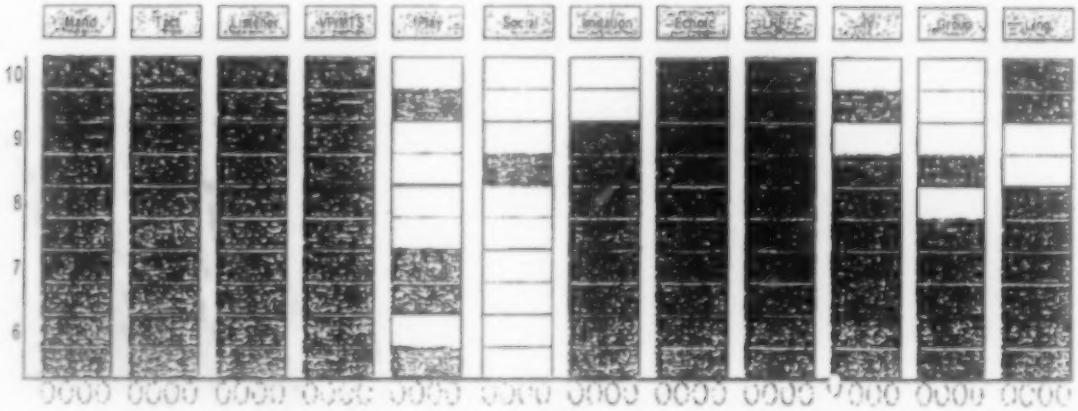
Child's name:	Endrew [redacted]
Date of birth:	[redacted]
Age at testing:	5 10 2 3 4

	Key	Scores	Date	[redacted]	Tester
	1st test	120.5	7/1/2010	[redacted]	MSO
	2nd test				
	3rd test				
	4th test				

LEVEL 3



LEVEL 2



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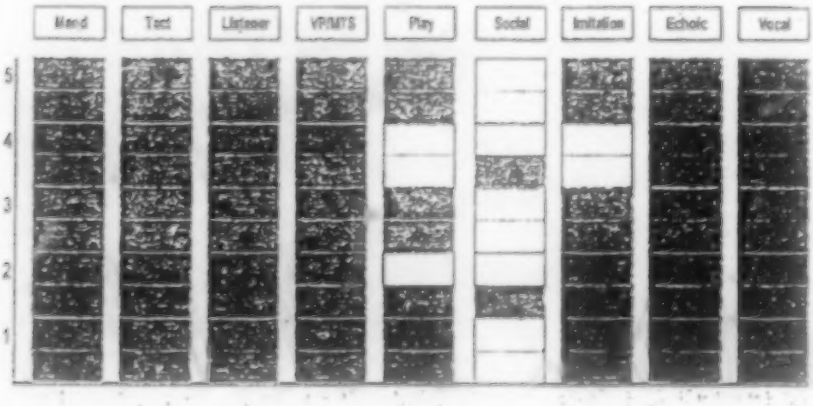

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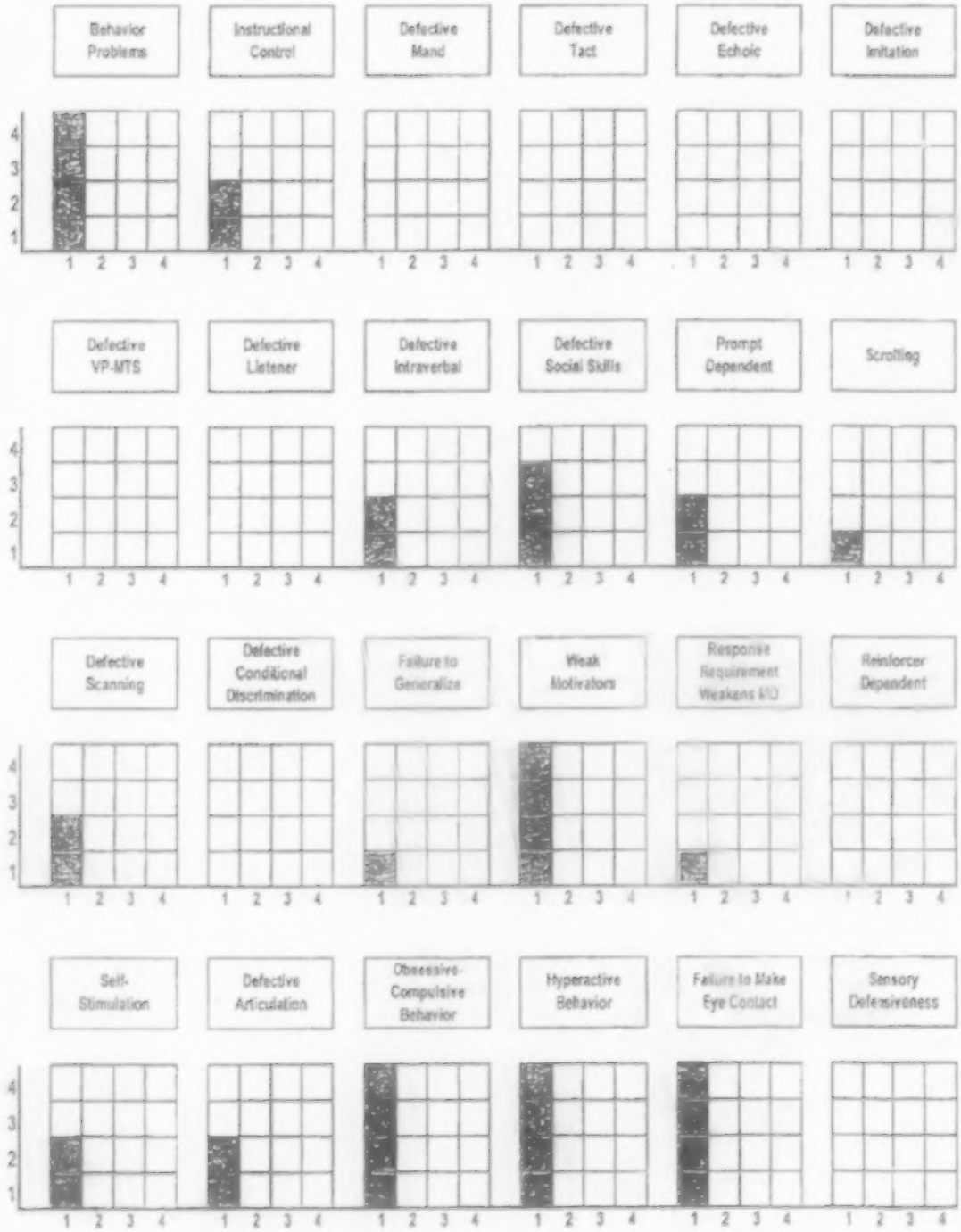
VB-MAPP
Language Barriers Scoring Form

Child's name:	Andrew [redacted]
Date of birth:	[redacted]
Age at testing:	1 | 10 | 2 | | 3 | | 4 |

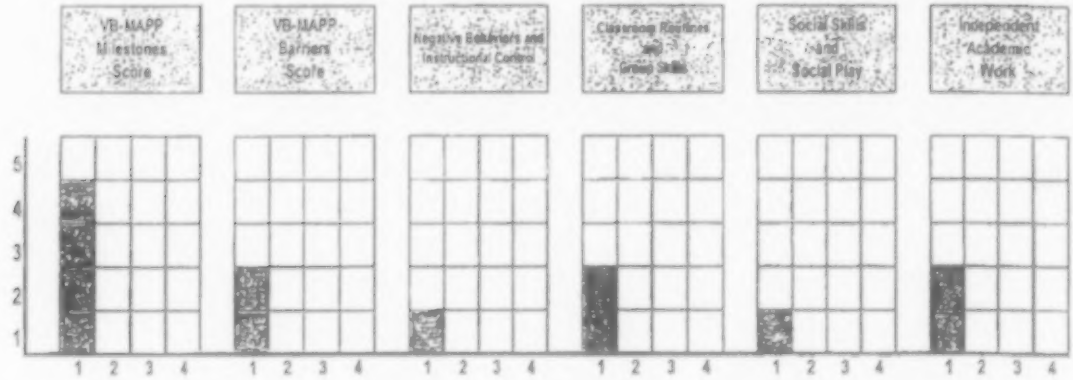
Key:	Score	Date	Color	Tester
1st test:	38	Jul-10	[redacted]	MSO
2nd test:				
3rd test:				
4th test:				

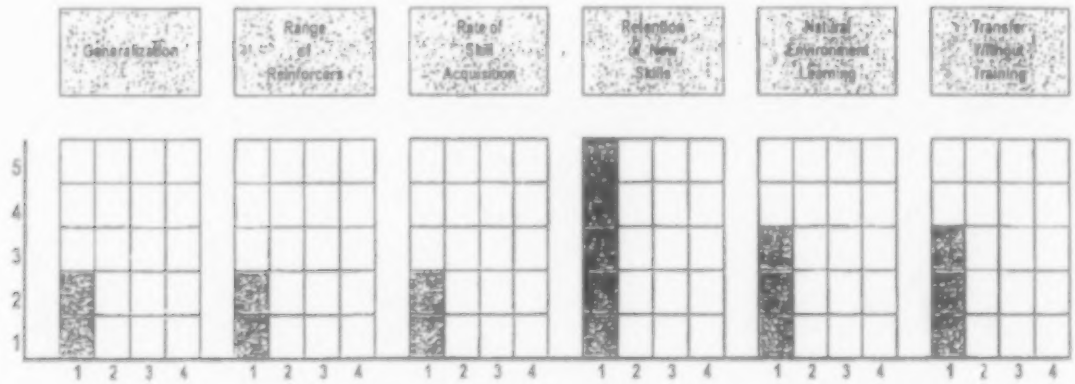


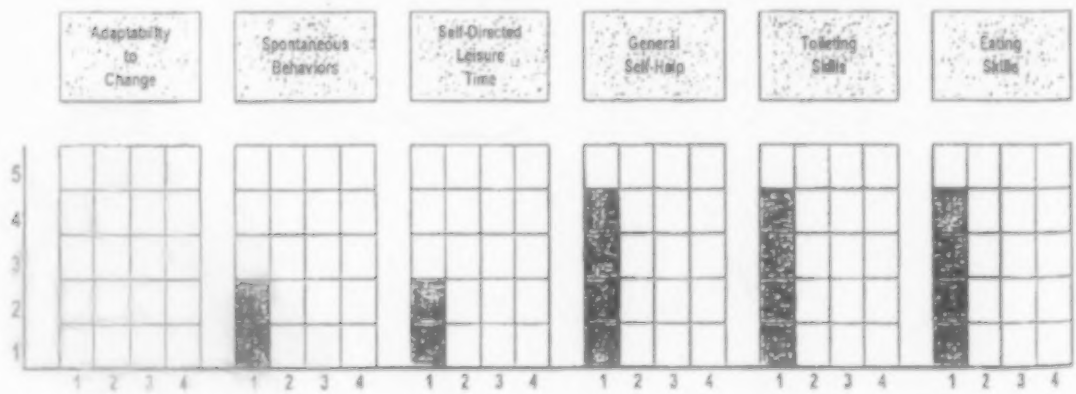
VB-MAPP
Transition Scoring Form

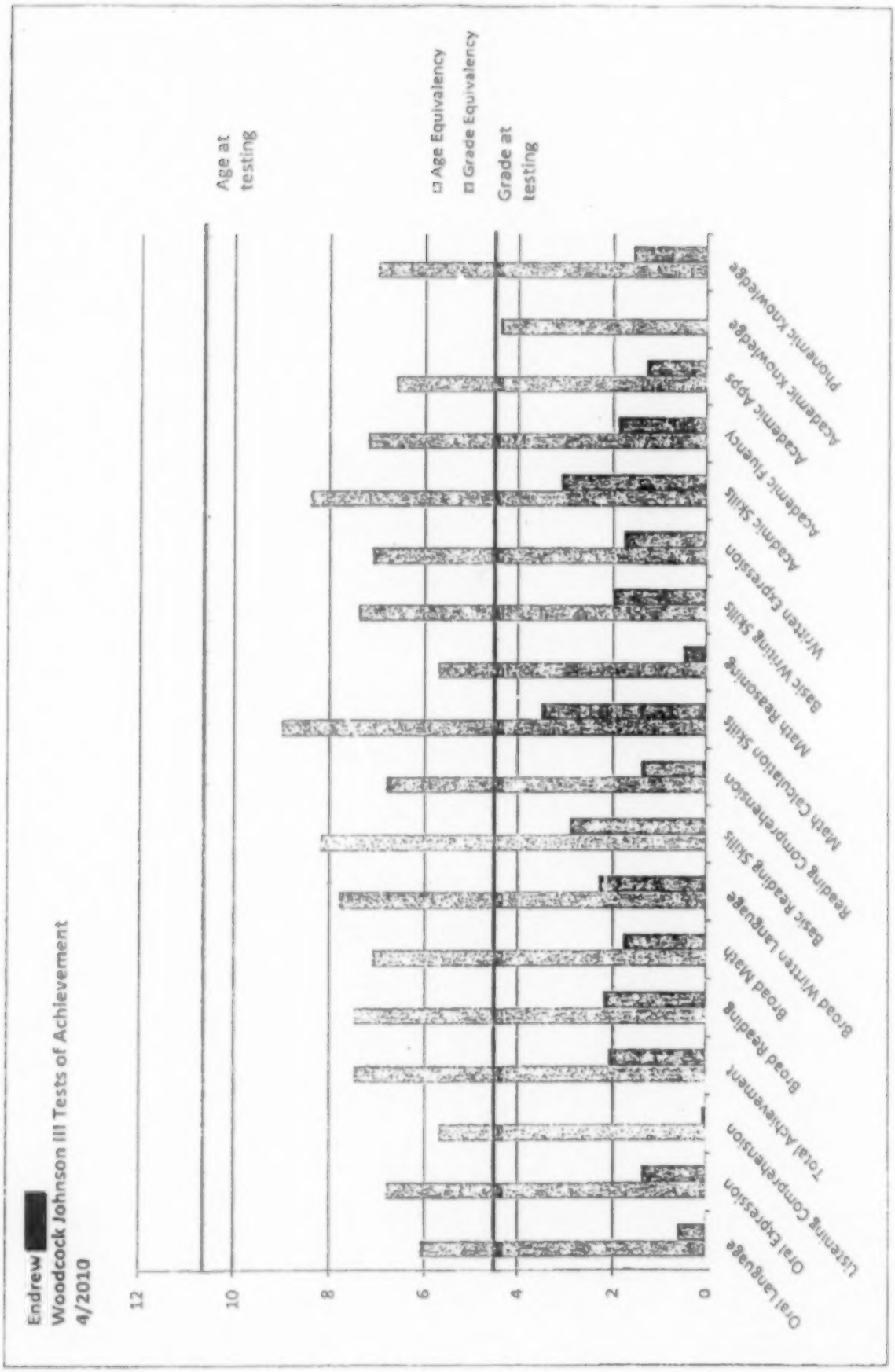
Child's name:	Endren Farren
Date of birth:	9/28/1999
Age at testing:	1 10 2 3 4

Key	Score	Date	Color	Tester
1st test: 8/10/10	45.0	7/1/10		MSO
2nd test:				
3rd test:				
4th test:				








Endrew
Woodcock Johnson III Tests of Achievement
4/2010
Age at testing
Age Equivalency
Grade Equivalency
Grade at testing
12
10
8
6
4
2
0
Oral Language
Oral Expression
Listening Comprehension
Total Achievement
Broad Reading
Broad Math
Broad Written Language
Basic Reading Skills
Reading Comprehension
Math Calculation Skills
Math Reasoning
Basic Writing Skills
Written Expression
Academic Skills
Academic Fluency
Academic Apps
Academic Knowledge
Phonemic Knowledge

Alta Vista Center for Autism
Annual Educational Report

Name: Endrew [redacted]
Date of Birth: [redacted]
Chronological Age: 11 years
Date of Entry to AVCA: May 10, 2010
Date of Report: September 23, 2010
Re-evaluation Due Date: April 29, 2011
Program Coordinator: Maura Stack-Oden MA, BCBA
Case Manager: Jennifer Beaty M.Ed.
Assistant Teachers: Melanie Bechtell, Dave North, Melissa Joiner, Maura Seidel
Speech/Language Pathologist Consultant: Francine Alberts, M.A., CCC-SLP
Occupational Therapist Consultant: Cory OTR/L
Clinical Director: Carrie Scott, M.Ed., BCBA

Background:

Before Endrew was admitted to the Alta Vista Center of Autism, he was enrolled at Summit View Elementary in Highlands Ranch, Colorado. Endrew is an 11 year old boy with hazel eyes and dirty blonde hair. Endrew lives with his parents, Jennifer and Joe, and little brother, Adam.

Student Profile:

General Strengths and Needs

Endrew is successful in using the computer and navigating through the internet to access information, games, email, and music. Endrew has a relative strength in understanding one step oral and written directions that are given to him by a teacher. He is able to label and access materials that are missing. His manding repertoire has started to increase since his first day, and is now requesting items by name. Endrew has strengths in visual spatial activities (puzzles, word searches, and gross motor activities). Endrew shows strengths in math and is successful in basic math skills (addition, subtraction, multiplication, and time).

Endrew's weaknesses include his ability to functionally communicate emotions, requests for objects, and needs. Endrew does not actively engage with other peers in play or social routines. Endrew frequently engages in parallel play when peers are present. Endrew has a weakness in interactive skills, but skills are emerging with the help of scripted characters and games (Teletubbies and Penguin Diner). Endrew has difficulties transitioning through activities if task has not been completed. Endrew has difficulties overcoming his compulsions through the day, and they often interfere with his learning environment. He is strongly motivated to engage in behaviors such as turning off computers, perseveration around these areas is a major barrier to Endrew fully participating and being accessible for learning. Endrew presents with a variety of severe fears such as

using new or public restrooms which limit his ability to participate in the community. Endrew has difficulties with fine motor activities (cutting and writing).

Communication

Endrew is a verbal communicator who responds in short phrases during preferred activities (usually involving access to the computer). Endrew reverses certain sounds and it can be difficult to decipher what he is saying (r/w,). When he seems to be anxious (moving, speaking, breathing fast), he speaks in a high-pitched tone that can be difficult to understand. Endrew has created labels for objects and people that are incorrect and it can be hard to decipher what he is trying to convey (colors for streetlights, across for down, Emma for dad, and more for tomorrow). When he is misunderstood, Endrew is asked to write what he is saying down, asked to draw it, or asked to type or Google it for clarification. He is very compliant with these requests.

Endrew uses verbal prompts to increase his responses in answering questions, asking questions, and expressing feelings. Endrew is inconsistent using eye contact and gestures when interacting with a communicative partner. Endrew is often prompted with verbal language and gestures to reference a communicative partner. Endrew does not initiate conversations or social interactions unless he is referencing a preferred activity.

Endrew is given functional replacement language when he engages in loud vocalizations or crying episodes. He is also provided with a functional phrase to replace a non-functional one (such as colors for streetlights).

Learning Style

Endrew's skill acquisition programs are taught at a desk using discrete trial techniques. Endrew is a visual and kinesthetic learner. When Endrew is learning new activities, he requires modeling, verbal, and gestural prompts. His physical prompt are limited to his hygiene routine. As Endrew becomes more independent with his programs, his prompts are faded to help ensure independence and total acquisition of the skill. Teachers use backward chaining and errorless teaching methods to guarantee success for programs that contain multiple steps.

Endrew is provided with visual supports to help him be successful. He also uses a token economy board to help build momentum through new skill acquisition programs. Endrew uses a visual flip schedule to add structure to his environment.

Learning Environment

Endrew's learning environment consists mainly of the Foundations of Learning classrooms. His learning environment is enhanced by alternative locations at Alta Vista Center for Autism. The alternative locations consist of the lunch room, playground, big room, and bathrooms.

Endrew spends most of his day in Foundations of Learning classroom one. Endrew shares his learning space with one another student and shares

classroom space with 4 other students. Each student is allocated a desk for learning time. Endrew's academic materials are located right behind his desk, and in movable shelving that is to the right of his desk. He sits on a therapy ball chair to access his desk and complete academics. Within the classroom, there is a leisure area for activities such as listening to music and watching movies, and a computer for the student's use. Within the connecting classroom, there is a group table for group lessons, and an entertainment area that consists of a computer, television, and piano keyboard.

Endrew attends to a visual schedule that is organized in an index card organizer. His schedule is set up daily by staff. At the present time, Endrew needs gestural and verbal prompts to attend to his schedule while transitioning off breaks and through academics. Endrew has a token economy board for motivation and reinforcement. Currently, Endrew earns eight tokens on a variable ratio schedule. He is encouraged to choose his reinforcement immediately following the current break.

During lunch, Endrew chooses his seat at one of three tables. Endrew eats independently, but at times needs a verbal prompt to take smaller bites. When he has sandwiches for lunch, staff cuts up the sandwich into more manageable pieces for him to eat.

Endrew is flexible when aversive conditions such as terminating a preferred activity or losing at a game present themselves across learning environments. He is able to transition between rooms and academics frequently without target behaviors.

Student Preferences

Endrew's preferred activities include: accessing the computer and playing a variety of games, watching videos on YouTube, Teletubbies, puzzles, dancing, art projects (finger painting, coloring, and assembling items), word searches, and puzzles.

Endrew has taken a particular interest in Teletubbies and Penguin Diner. He has been able to seek social interactions from imitating various schemas associated with the games.

Daily Classroom Routines

DAILY SCHEDULE:

Arrival: Endrew will arrive at 9:00 am. Endrew arrives with his parent. Endrew walks in through the Big Room with staff and places backpack and other belongings in his locker. Endrew takes out his go home notebook and places it in the designated area in the classroom. Endrew needs gestural prompting to place notebook in proper place. Endrew will have a computer time once he enters the classroom. The break is not timed, but based on completion of activity. Usually, the break is around five minutes.

Schedule:

After computer break, he will sit at his desk and start his schedule. Endrew will open the index file that has his academics listed. He will match the academic to the appropriate drawer and pull out the materials. When Endrew has completed

the task in the file, he will be placing the folder in the ALL DONE bin located in his cabinet. (His cabinet is directly behind him. The bin is on the top shelf.) In every folder, Endrew has two tasks to complete (unless one task is an extended task). Endrew will earn tokens for his board during his academics. Once all eight tokens are earned, Endrew will have access to his reinforcement. When the break is finished, he will then return back to his desk to check his schedule.

Lunch:

Endrew goes to lunch at 12:00. He will independently acquire his lunchbox from his locker on his way to the lunchroom. Before eating lunch, Endrew will wash his hands at the sink in the lunchroom.Once lunch is completed, he will walk with staff back to his locker to independently put his lunchbox in his backpack. After his lunch is put away, Endrew will have recess time with his peers.

Departure:

Endrew starts to pack up his backpack at 2:50. Endrew will grab his go home notebook and place notebook in his backpack. Endrew walks out to his parent's car through the Big Room.

Bathroom

Endrew needs verbal prompting to use the restroom in the morning and in the afternoon. When Endrew uses the restroom, he needs some prompting to complete all steps. Currently, Endrew has shown anxiety about using restrooms in public places. This has been observed during the three field trips that he has taken with Alta Vista Center for Autism.

Description of Schedule

Endrew's schedule consists of a 6-drawer rolling organizer, an all done bin, and an index card container. The index card container is always on his desk. The six drawers contain academic labels for the academics that he will engage in that day. The drawers also contain file folders that have the academics inside of them. There are two activities for every folder. The index container contains the same academic labels in the order he will complete the tasks. Endrew will match labels from top to bottom on the left side of the organizer, and then move to the top of the right side of the organizer. All the materials Endrew needs for the folders that are placed in the organizer are located in a 3 ring binder labeled: Drew's Daily Work. This binder is located on the bottom shelf of his cabinet. Inside the binder, there are sleeves that are labeled with each academic.

Group Participation

Endrew participates in morning group daily. Group is help between 9:30 and 10:00 a.m. During morning group, Endrew and his peers complete a journal entry and calendar items. Endrew consistently participates in group, but needs verbal and gestural prompting to complete his journal entries.

Skills targeted during group participation are requesting, turn taking, appropriate voice level, following verbal and written instructions, and fine motor skills.

Maladaptive Behaviors

Behavior 1: Climbing: Any act or attempt to lift self off floor onto furniture and or people. Each act or attempt is scored as one occurrence. Each occurrence is separated by Endrew's feet on the floor. Data for climbing is taken in rate per half hour.

Behavior 2: Crying: Any act resulting in tears. Data for crying is taken as duration of each episode per half hour.

Behavior 3: Dropping to Ground: Any act or attempt in which Endrew falls/removes self from furniture, landing on knees and/or bottom. Each occurrence is separated by Endrew's standing with feet on floor. Data for dropping is taken as rate per half hour.

Behavior 4: Eloping: Any act or attempt to leaves designated area wither by walking, running, or rolling across the floor. Each occurrence is separated by movement towards designated area. Data for eloping is taken as rate per half hour.

Behavior 5: Loud Vocalizations: Any act of screaming or yelling words or sounds above a conversational volume. Data for loud vocalizations are taken as partial interval per five minutes.

Behavior 6: Perseverative Language: Any act of repeating a saying or phrase. Each act will be scored as one occurrence, with occurrences being separated by a four second pause in the behavior. Data will be taken as 5 minute partial interval monthly.

Behavior 7: Physical Aggression: Any act or attempt to hit or kick another person. Each occurrence is scored. Data for physical aggression is taken as rate per half hour.

Behavior 8: Picking: Any act or attempt to peel material from shoes, and/or scrape finger or object at tooth. Data for picking is taken as partial interval per five minutes.

Behavior 9: Self Injurious Behavior: Any act or attempt to hit self (hand to bottom) or head bang (hit head against objects). Each act or attempt will be scored as an occurrence. Data for self injurious behavior is taken as rate per half hour.

Behavior 10: Verbal Aggression: Any act of stating "I hate you" or "Stupid, stupid head." Each act will be scored as an occurrence. Data for verbal aggression will be taken as rate per half hour.

Endrew receives one-to-one direct teaching to help minimize occurrences of target behaviors. If the presence of eloping or climbing is not redirectable,

Endrew requires two staff to help escort him for his safety and the safety of others. Differential reinforcement, redirection, functional alternatives, and blocking are used to help Endrew successfully access his education in a least restrictive environment.

Current Placement Profile:

Endrew is currently in a classroom with peers, ages 11 to 17. The classroom team consists of 1 Program Coordinator (BCBA), 1 senior assistant teacher, 4 assistant teachers, Occupational Therapist, Speech/Language Pathologist, and Clinical Director (BCBA). Endrew's case manager is responsible for monitoring his progress in his academic programs every three days and graphing and monitoring his behavior data on a daily basis. The team meets regularly to discuss progress and to develop a coordinated plan to address and accomplish IEP goals.

Endrew is a student at the Alta Vista Center for Autism, which utilizes the principles of Applied Behavior Analysis (ABA). The mission of the Alta Vista Center is to educate children with autism by emphasizing the acquisition of meaningful skills to promote independence in the school and community settings as well as improve and enrich social interactions and social learning. Each student has an individualized curriculum that focuses on functional life skills and functional and appropriate grade level academics. Throughout the day, the classroom provides 1:1 and 2:1student to staff ratio instruction using ABA methodology. When behaviors that interfere with learning are observed, behavioral assessments are conducted and the data are used to develop intervention strategies that reduce these behaviors and increase opportunities for learning. The Alta Vista Center provides Speech/Language Pathologist and Occupational Therapy consultation as a supplementary aid and accommodation as prescribed by IEP approved hours.

Classroom staff members collect data on each student's IEP objectives to assess progress and to modify teaching and treatment strategies. As students acquire the targeted instructional skills necessary to participate in group settings, group activities designed to promote the generalization of these skills are provided. The classroom is designed to teach and facilitate the behavioral, functional, social and academic skills needed for successful transition into less restrictive educational environments as assessed by each student's demonstrated needs.

-DRAFT-

Endrew [redacted]		[redacted]	11/16/2010
Student Name	Student ID	DOB	Date of Meeting

Goals and Objectives

With the exception of the Initial IEP, the committee must review and document progress toward completion of the child's/student's previous goals and objectives prior to the development of new goals and objectives.

Adaptive Behavior Goal 1: Reduce maladaptive behaviors (climbing, crying, dropping, eloping, loud vocalizations, perseverative language, physical aggression, picking, self injurious behavior, and verbal aggression).

Short-term Instructional Objectives/Benchmarks	Criteria and Evaluation Procedures to be Used *(i.e., formal/informal measures, observations, recorded data, work samples, etc.)*	Schedule for Achievement of Objective		Progress (Not Evident, Not Yet Proficient, Proficient or Advanced)	
		Beginning Date	Target Completion Date	Date	Proficiency
(#1) Given an individualized behavior plan, Endrew will decrease rate of climbing. **Baseline:** 8/16/2010-9/15/2010 average rate per half hour of .08	Daily data collected on the rate of behavior. Criteria: Reduction of 25% per quarter from baseline.	11/16/2010	11/15/2011		
(#2) Given an individualized behavior plan, Endrew will decrease average rate of crying episodes. **Baseline:** 8/17/2010-9/15/2010 average occurrence in 2.4% of the day.	Daily data collected on the duration of the behavior. Criteria: Reduction of 25% per quarter from baseline.	11/16/2010	11/15/2011		
(#3) Given an individualized behavior plan, Endrew will decrease rate of dropping. **Baseline:** 8/16/2010-9/15/2010 average rate per half hour of .4.	Daily data collected on the rate of behavior. Criteria: Reduction of 25% per quarter from baseline.	11/16/2010	11/15/2011		
(#4) Given an individualized behavior plan, Endrew will decrease rate of eloping. **Baseline:** 8/16/2010-9/15/2010 average rate per half hour of .2.	Daily data collected on the rate of behavior. Criteria: Reduction of 25% per quarter from baseline.	11/16/2010	11/15/2011		

Not Evident: Skill/behavior rarely or never is demonstrated, even with sufficient prompts or cues.
Not Yet Proficient: Skill/behavior is demonstrated inconsistently, even with frequent prompts or cues.
Proficient: Skill/behavior is demonstrated consistently, over time with only occasional prompts or cues.
Advanced: Skill/behavior is generalized (demonstrated in different settings or environments) and transferable (adapted to different contexts) with no prompts or cues.

-DRAFT-

Endrew [redacted]		[redacted]	11/16/2010
Student Name	Student ID	DOB	Date of Meeting

Short-term Instructional Objectives/Benchmarks	Criteria and Evaluation Procedures to be Used *(i.e., formal/informal measures, observations, recorded data, work samples, etc.)*	Schedule for Achievement of Objective		Progress (Not Evident, Not Yet Proficient, Proficient or Advanced)	
		Beginning Date	Target Completion Date	Date	Proficiency
(#10) Given an individualized behavior plan, Endrew will decrease rate of verbal aggression. **Baseline:** 8/16/2010-9/15/2010 average rate per half hour of 0.1.	Daily data collected on the rate of behavior. Criteria: Reduction of 25% per quarter from baseline.	11/16/2010	11/15/2011		

Not Evident: Skill/behavior rarely or never is demonstrated, even with sufficient prompts or cues.
Not Yet Proficient: Skill/behavior is demonstrated inconsistently, even with frequent prompts or cues.
Proficient: Skill/behavior is demonstrated consistently, over time with only occasional prompts or cues.
Advanced: Skill/behavior is generalized (demonstrated in different settings or environments) and transferable (adapted to different contexts) with no prompts or cues.

-DRAFT-

Endrew [redacted]		[redacted]	11/16/2010
Student Name	Student ID	DOB	Date of Meeting

Short-term Instructional Objectives/Benchmarks	Criteria and Evaluation Procedures to be Used *(i.e., formal/ informal measures, observations, recorded data, work samples, etc.)*	Schedule for Achievement of Objective		Progress (Not Evident, Not Yet Proficient, Proficient or Advanced)	
		Beginning Date	Target Completion Date	Date	Proficiency
(#4) Given systematic pairing to condition, Endrew will increase items and activities that function as reinforcers. **Baseline:** 8/16/2010-9/15/2010 Endrew engages in limited reinforces including computer games and digging rocks.	Daily data collection on per opportunities measure. Criteria: Mastered at average rate of 0.4 per half hour across 3 consecutive days. Annual goal of mastery of 8 conditions.	11/16/2010	11/15/2011		
(#5) Given systematic teaching based upon a cognitive behavior therapy program consisting of systematic desensitization and inhibition training, Endrew will increase tolerance of delayed access. **Baseline:** 8/16/2010-9/8/2010 Endrew is able to wait for the computer for an average of 16 seconds before the occurrence of target behaviors.	Daily data collection on per opportunities measure. Criteria: Mastered at 90% accuracy across 3 consecutive days. Annual goal of 4 mastery of conditions for 2 minutes.	11/16/2010	11/15/2011		
(#6) Given systematic teaching based upon a cognitive behavior therapy program consisting of systematic desensitization and inhibition training, Endrew will increase tolerance of denied access. **Baseline:** 8/16/2010-9/8/2010 8/16/2010-9/15/2010 Skill not demonstrated.	Daily data collection on per opportunities measure. Criteria: Mastered at 90% accuracy across 3 consecutive days. Annual goal of 4 mastery of conditions.	11/16/2010	11/15/2011		

Not Evident: Skill/behavior rarely or never is demonstrated, even with sufficient prompts or cues.
Not Yet Proficient: Skill/behavior is demonstrated inconsistently, even with frequent prompts or cues.
Proficient: Skill/behavior is demonstrated consistently, over time with only occasional prompts or cues.
Advanced: Skill/behavior is generalized (demonstrated in different settings or environments) and transferable (adapted to different contexts) with no prompts or cues.

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Endrew [redacted]		[redacted]	11/16/2010
Student Name	Student ID	DOB	Date of Meeting

Goals and Objectives

With the exception of the Initial IEP, the committee must review and document progress toward completion of the child's/student's previous goals and objectives prior to the development of new goals and objectives.

Cognition Goal 1: Increase participation in group instruction, oral directions, following a schedule, telling a story and working memory.

Short-term Instructional Objectives/Benchmarks	Criteria and Evaluation Procedures to be Used *(i.e., formal/informal measures, observations, recorded data, work samples, etc.)*	Schedule for Achievement of Objective		Progress (Not Evident, Not Yet Proficient, Proficient or Advanced)	
		Beginning Date	Target Completion Date	Date	Proficiency
(#1) Given a schedule book, analogue clock and systematic teaching, Endrew will follow a daily schedule independently. **Baseline:** 8/16/2010-9/15/2010 Skill not demonstrated.	Daily data collection on per opportunities measure. Criteria: mastered at 90% accuracy across 3 consecutive days. Annual goal of mastery of 4/4 steps in transition task to break, 5/5 steps in transition task to task and 6/6 steps in transition break to task.	11/16/2010	11/15/2011		
(#2) Given a novel visual or textual prompt, Endrew will describe the event or picture using 3 complete sentences. **Baseline:** 8/24/2010-9/7/2010 Endrew is unable to write a complete sentence. Average length of written narrative 1.1 words.	Daily data collection on per opportunities measure. Criteria: mastered at 80% accuracy across 3 conseutive days. Annual goal of 3 sentences.	11/16/2010	11/15/2011		
(#3) Given a daily photo journal and question of the day, Endrew will improve his working memory. **Baseline:** 8/16/2010-9/15/2010 Skill not demonstrated.	Daily data collection on per opportunities measure. Criteria: mastered at 90% accuracy across 3 consecutive days. Annual goal of mastery of 4 conditions.	11/16/2010	11/15/2011		

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Endrew [redacted]		[redacted]	11/16/2010
Student Name	Student ID	DOB	Date of Meeting

Goals and Objectives

With the exception of the Initial IEP, the committee must review and document progress toward completion of the child's/student's previous goals and objectives prior to the development of new goals and objectives.

Communication Goal 2: Social communication

Short-term Instructional Objectives/Benchmarks	Criteria and Evaluation Procedures to be Used *(i.e., formal/informal measures, observations, recorded data, work samples, etc.)*	Schedule for Achievement: of Objective		Progress (Not Evident, Not Yet Proficient, Proficient or Advanced)	
		Beginning Date	Target Completion Date	Date	Proficiency
(#1 Given systematic teaching related to preferred topics and a communication partner, Endrew will increase his conversation exchanges by 2 per quarter. **Baseline:** 8/16/2010-9/15/2010 Endrew is able to make 1 related comment to a request he has initiated and engage in 1 reciprocal conversation exchange.	Daily data collection on per opportunities measure. Criteria: mastery at 80% accuracy across 3 consecutive days. Annual goal to increase by 2 converesaton exchanges per quarter.	11/16/2010	11/15/2011		
(#2) Given systematic teaching and incidental teaching opportunities, Endrew will initiate interaction with teachers and peers. **Baseline:** 8/16/2010-9/15/2010 Skill not demonstrated.	Daily data collection on per opportunities measure. Criteria: mastery at 80% accuracy across 3 days. Annual goal of mastery of 4 conditions.	11/16/2010	11/15/2011		
(#3) Given social routines and interactive play, Endrew will increase the rate of interactive activities requested. **Baseline:** 8/16/2010-9/15/2010 Skill not demonstrated.	Daily data collected on the rate of behavior. Criteria: Increase by 15% per quarter from baseline.	11/16/2010	11/15/2011		

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Endrew [redacted]		[redacted]	11/16/2010
Student Name	Student ID	DOB	Date of Meeting

Goals and Objectives

With the exception of the Initial IEP, the committee must review and document progress toward completion of the child's/student's previous goals and objectives prior to the development of new goals and objectives.

Emotion Goal 1: Identify and use coping skills, identify emotions, and use adults to regulate emotional state.

Short-term Instructional Objectives/Benchmarks	Criteria and Evaluation Procedures to be Used *(i.e., formal/informal measures, observations, recorded data, work samples, etc.)*	Schedule for Achievement of Objective		Progress (Not Evident, Not Yet Proficient, Proficient or Advanced)	
		Beginning Date	Target Completion Date	Date	Proficiency
(#1) Given systematic teaching using cognitive behavior therapy and incidental teaching opportunities, Endrew will identify and use coping skills **Baseline:** 8/16/2010-9/15/2010 Skill not demonstrated.	Daily data collection on per opportunities measure. Criteria: mastery at 80% accuracy across 3 days. Annual goal of mastery of 4 conditions.	11/16/2010	11/15/2011		
(#2) Given systematic teaching and incidental teaching opportunities, Endrew will identify emotions in himself and others. **Baseline:** 8/16/2010-9/15/2010 Endrew is able to identify happy and sad in contrived situations.	Daily data collection on per opportunities measure. Criteria: mastery at 80% accuracy across 3 days. Annual goal of mastery of 4 conditions.	11/16/2010	11/15/2011		
(#3) Given incidental teaching opportunities, Endrew will use adults to regulate his emotional state. **Baseline:** 8/16/2010-9/15/2010 Skill not demonstrated.	Daily data collection on per opportunities measure. Criteria: mastery at 80% accuracy across 3 days. Annual goal of mastery of 4 skills: reference, increase proximity and accept verbal and physical comfort.	11/16/2010	11/15/2011		

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Not Yet Proficient: Skill/behavior is demonstrated inconsistently, even with frequent prompts or cues.
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Endrew [redacted]		[redacted]	11/16/2010
Student Name	Student ID	DOB	Date of Meeting

Goals and Objectives

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Math Skills Goal 1: basic math concepts and operations

Short-term Instructional Objectives/Benchmarks	Criteria and Evaluation Procedures to be Used *(i.e., formal/informal measures, observations, recorded data, work samples, etc.)*	Schedule for Achievement of Objective		Progress (Not Evident, Not Yet Proficient, Proficient or Advanced)	
		Beginning Date	Target Completion Date	Date	Proficiency
(#1) Given systematic teaching and fluency practice, Endrew will learn multiplication facts 6-12. **Baseline:** 8/16/2010-9/15/2010 Endrew demonstrated multiplication facts (0-3)*(0-12) with 95% accuracy.	Daily data collection on per opportunities measure. Criteria: mastery at 80% accuracy across 3 consecutive days. Annual goal of (0-12)*(0-12).	11/16/2010	11/15/2011		
(#2) Given systematic teaching, Endrew will complete word problems using addition, subtraction and multiplication. **Baseline:** 8/16/2010-9/9/2010 Endrew is able to identify which sign to use between addition and subtraction with 79% accuracy.	Daily data collection on per opportunities measure. Criteria: mastery at 80% accuracy across 3 consecutive days. Annual goal of mastery of 4 conditions.	11/16/2010	11/15/2011		

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Endrew [redacted]		[redacted]	11/16/2010
Student Name	Student ID	DOB	Date of Meeting

Short-term Instructional Objectives/Benchmarks	Criteria and Evaluation Procedures to be Used *(i.e., formal/informal measures, observations, recorded data, work samples, etc.)*	Schedule for Achievement of Objective		Progress (Not Evident, Not Yet Proficient, Proficient or Advanced)	
		Beginning Date	Target Completion Date	Date	Proficiency
(#4) Given systematic teaching and incidental teaching opportunities, Endrew will identify the time on varied analogue clocks to the minute. **Baseline:** 8/16/2010-9/15/2010 Endrew is able to identify time using analogue clocks to the hour and half hour in discrimination with 79% accuracy.	Daily data collection on per opportunities measure. Criteria: mastered at 80% accuracy across 3 consecutive days. Annual goal: master to 1 minute.	11/16/2010	11/15/2011		

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Endrew [redacted]		[redacted]	11/16/2010
Student Name	Student ID	DOB	Date of Meeting

Goals and Objectives

With the exception of the Initial IEP, the committee must review and document progress toward completion of the child's/student's previous goals and objectives prior to the development of new goals and objectives.

Recreation and Leisure Goal 1: Follow leisure schedule and increase leisure repertoire.

Short-term Instructional Objectives/Benchmarks	Criteria and Evaluation Procedures to be Used *(i.e., formal/informal measures, observations, recorded data, work samples, etc.)*	Schedule for Achievement of Objective		Progress (Not Evident, Not Yet Proficient, Proficient or Advanced)	
		Beginning Date	Target Completion Date	Date	Proficiency
(#1) Given a visual schedule, Endrew will follow a leisure schedule. **Baseline:** 8/16/2010-9/15/2010 Skill not demonstrated	Daily data collection on per opportunities measure. Criteria: mastery at 90% accuracy across 3 consecutive days. Mastery of 2 activities per quarter.	11/16/2010	11/15/2011		
(#2) Given incidental teaching opportunities, Endrew will increase his leisure skills repertoire. **Baseline:** 8/16/2010-9/15/2010 Endrew is able to play computer games as a leisure skill.	Daily data collection on per opportunities measure. Criteria: mastery at 80% accuracy across 3 days. Annual goal of mastery of 2 activities per quarter.	11/16/2010	11/15/2011		

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Endrew [redacted]		[redacted]	11/16/2010
Student Name	Student ID	DOB	Date of Meeting

Short-term Instructional Objectives/Benchmarks	Criteria and Evaluation Procedures to be Used *(i.e., formal/informal measures, observations, recorded data, work samples, etc.)*	Schedule for Achievement of Objective		Progress (Not Evident, Not Yet Proficient, Proficient or Advanced)	
		Beginning Date	Target Completion Date	Date	Proficiency
(#5) Given a group lesson, Endrew will engage in the following skills: raising hand and answering questions. **Baseline:** 8/16/2010-9/15/2010 Skill not demonstrated.	Daily data collection on per opportunities measure. Criteria: mastered at 80% accuracy across 3 consecutive days. Annual goal of mastery of 2 conditions.	11/16/2010	11/15/2011		
(#6) Given systematic teaching based upon a cognitive behavior therapy program consisting of systematic desensitization and inhibition training, Endrew will use public restrooms while on school outings independently. **Baseline:** 6/15/2010-9/15/2010 Endrew has used the restroom on 1/3 outings.	Daily data collection on per opportunities measure. Criteria: 4 outings per year without target behaviors.	11/16/2010	11/15/2011		

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Endrew [redacted]		[redacted]	11/16/2010
Student Name	Student ID	DOB	Date of Meeting

Goals and Objectives

With the exception of the Initial IEP, the committee must review and document progress toward completion of the child's/student's previous goals and objectives prior to the development of new goals and objectives.

Speech and Language Development Goal 1: Expressive Language

Short-term Instructional Objectives/Benchmarks	Criteria and Evaluation Procedures to be Used *(i.e., formal/informal measures, observations, recorded data, work samples, etc.)*	Schedule for Achievement of Objective		Progress (Not Evident, Not Yet Proficient, Proficient or Advanced)	
		Beginning Date	Target Completion Date	Date	Proficiency
(#1) Given systematic teaching of letter sounds and consultative and direct service hours with a speech language pathologist Endrew will correctly pronounce /l/ in all positions at the sentence level and /th/ in all positions in spontaneous speech. **Baseline:** 8/16/2010-9/16/2010 Endrew is unable to pronounce the /l/ or /th/ sound in spontaneous speech.	Daily data collection on per opportunities measure. Criteria: mastered at 90% accuracy across 3 consecutive days. Annual goal of mastery of 2 conditions.	11/16/2010	11/15/2011		
(#2) Given systematic teaching, Endrew will improve the grammatical complexity of his oral and written language. **Baseline:** 8/16/2010-9/16/2010 Endrew demonstrates deficits in pronoun use, noun plurals and verb conjugation.	Daily data collection on per opportunities measure. Criteria:mastered at 80% accuracy across 3 consecutive days. Annual goal of mastery of 4 conditions.	11/16/2010	11/15/2011		

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EnFa IEP Outline Draft
Meeting with family 7/23/10

Goals	Notes
Adaptive Behavior Goal 1- decrease maladaptive behaviors	
1. Climbing	
2. Crying	
3. Dropping	
4. Eloping	
5. Loud vocalizations	Partial interval, include loud words and loud nonwords
6. Perseverative language a. Monitor by monthly language sample and rate	
7. Physical Aggression	
8. Picking	Shoes, teeth and skin at home Shoes only at school Rocks on playground?
9. Self Injurious Behavior	
10. Verbal aggression	
Adaptive Behavior Goal 2- increase adaptive behaviors	
1. Cognitive Behavioral Therapy a. Anxiety: systematic desensitization b. Impulsivity: inhibition training	1
2. Functional Communication Training a. Identify compulsions b. Review ABCs of behavior data to teach FCT in relationship to target behaviors	1
3. Increase positive affect a. Occurrence b. Duration	2
4. Increase reinforcers	2
5. Tolerance of delayed and denied access a. Delayed access under 4 conditions for up to 24 hours b. Denied access under 4 conditions	1
Activities of Daily Living Goal 1	
1. Hand washing	1
2. Hygiene routine a. Brush teeth b. Wash face	1

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Meeting with family 7/23/10

3. Increase appropriate eating a. Slowing eating b. Silverware use	1
4. Restroom use	2
Cognition Goal 1	
1. Choices	2
2. Group instruction a. Raise hand b. Answer question	2
3. Oral directions	2
4. Tell a story	1
5. Schedule a. Using calendar and digital clock b. Independently follow a time based schedule	1
6. Working memory	1 Question of the day
Communication Goal 1- requesting	
1. Increase rate and items/activities requested	1
2. Increase the quality of social relatedness and communication when requesting	2- prerequisite: increase other social goals
Communication Goal 2- social interaction and social communication	
1. Conversation	2: prerequisite: social routines, mands for social interaction?
2. Increase rate of interactive activities requested	1 define criteria
3. Nonverbal gestures and facial expressions	1
Emotion Goal 1	
1. Identify and use coping skills	2: prerequisite: begin CBT program, implement this goal after mastered/mastering first condition of CBT program
2. Identify emotions	2
3. Use adults to regulate emotional state a. Reference b. Increase proximity c. Accept verbal and physical comfort	1
Literacy and Reading Goal 1	
1. Increase length and complexity of written narrative a. Daily journal b. Email c. Reading comprehension	1 emailing

EnFa IEP Outline Draft
Meeting with family 7/23/10

2. Reading comprehension questions a. Based upon nonfiction b. Increase from grade level 1.4 to 2.4 (1 grade level from baseline) c. Multiple choice, fill in the blank, complete sentences	2
3. Written instructions	2
Math Skills Goal 1- basic math concepts and operations	
1. Multiplication a. Memorize math facts b. Use functionally	2
2. Word problems a. Identify math operation to use b. Addition, subtraction, multiplication	1
Math Skills Goal 2- money and time	
1. Money a. Count varied coins and bills up to $5.00	1
2. Time a. Associative time concepts: soon, later, AM, PM b. Identify time to 1 minute using an analogue clock	2
Motor Skills Goal 1	
1. Handwriting a. Personal information b. Academic work? c. Systematic teaching: OT assessment	2: prerequisite- OT assessment
2. Increase P.E. and outdoor activities a. Sports b. Outdoor activities such as rock climbing	2: plan with IT
3. Typing a. Academic work?	2: WPM and accuracy, look for good program to measure and BL
Recreation and Leisure Goal 1	
1. Follow leisure schedule	2
2. Increase leisure repertoire	2
School and Community Goal 1	
1. 4 outings per year	NA
2. Check out library book	2
3. School routine	1 getting lunch box
4. What is difficult for the family that we can work on?	Family: home depot, street safety, ,walks, staying with adult 1- Street safety
Social Skills Goal 1- time with peers and interactive leisure skills	

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1. Interactive activities with adults	1- Diane
2. Interactive activities with peers	2 Diane
3. Social routines a. Shared enjoyment b. Joint attention c. Referencing	1 Diane
Speech and Language Development Goal 1	
1. Articulation a. SLP assessment and hours?	Yes for SLP assessment
2. Attributes	
3. Prepositions	
4. Pronouns	Dependent on SLP assessment
5. Prosody and tone	
6. WH questions a. Asking and answering in functional use b. What c. Who d. When e. Where f. Why g. How	

Firefly Autism
Inspiring Bright Futures

Firefly Autism House

Behavior Reduction and Skill Replacement Program

Name: Endrew [redacted]

Date Implemented:
Date Discontinued:

Objective: To obtain a reduction of inappropriate behaviors (climbing, crying, dropping, eloping, loud vocalizations, perseverative language, physical aggression, picking, self injurious behavior, and verbal aggression). Skill replacement procedures to be implemented include differential reinforcement of appropriate behaviors, functional communication training, increased tolerance to feared and aversive conditions, increase tolerance to delayed and denied access, increase positive affect, increase items and activities which function as reinforcers, and increase use of adults to assist in regulating emotional state.

Target Behavior:

Behavior 1: Climbing: Any act or attempt to lift self off floor onto furniture and or people. Score occurrence separated by Endrew's feet on floor.

Behavior 2: Crying: Any act resulting in tears.

Behavior 3: Dropping: Any act or attempt in which Endrew falls/removes self from furniture, landing on knees and or bottom. Score each occurrence separated by Endrew's standing with feet on floor.

Behavior 4: Eloping: Any act or attempt to leave designated area either by walking, running or rolling across floor. Score each occurrence separated by movement toward designated area.

Behavior 5: Loud Vocalizations: Any act of screaming or yelling words or sounds above a conversational volume. Score each occurrence.

Behavior 6: Perseverative Language: Utterances repeated more than one time (following the acknowledgement of first utterance) relating to the same topic, request or comment. Score as partial interval occurrence per 5 minute interval.

Behavior 7: Physical Aggression: Any act or attempt to hit or kick other person. Score each occurrence.

Behavior 8: Picking: Any act or attempt to peel material from shoes, nose and/or scrape finger or object at tooth.

Behavior 9: Self Injurious Behavior: Any act or attempt to hit self (hand to bottom) or head bang (hit head against objects/surfaces).

EXHIBIT
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Behavior 10: Verbal Aggression: Any act of stating "I hate you" or "Stupid, stupid head"

Assessment/Functional Analysis:

	Date Completed
Behavioral observation (anecdotal report)	5/12/10-7/26/10
ABC Data Collection	7/26/10-8/1/10

Results suggest that climbing, crying, dropping, eloping, and physical aggression function to access preferred items and activities. Dropping, eloping, and physical aggression also secondarily function to avoid task demands and anxiety provoking situations such as denied access to preferred activities. Crying, dropping, loud vocalizations, picking, self injurious behavior and verbal aggression may also function to gain attention. Crying, loud vocalizations, perseverative language, picking and self injurious behavior appear to also function as automatic reinforcement. Picking may occur when Drew is not engaged in the current activity. He also engages in picking at teeth when he has a loose tooth and will pick at the tooth until it falls out. He also engages in crying, loud vocalizations, perseverative language and self injurious behavior when denied access to completing rituals and scripts. It appears that these behaviors may serve to assist in self-soothing.

Baseline:

Date Completed: 8/16/2010-9/15/2010	Average Rate per Half Hour Interval
Climbing	0.08
Dropping	0.4
Eloping	0.2
Physical Aggression	0.01
Self Injurious Behavior	0.03
Verbal Aggression	0.1
	Average Partial Interval Occurrence (5 minute intervals)
Loud Vocalizations	27%
Perseverative Language	9%
Picking	5.9%
	Average Percentage of Day
Crying (10/27/10-11/11/10)	1.8%

Developmental/Behavioral/Medical Strengths and Barriers:

- Anxious behavior around possible mistakes, lost objects, denied access
- Demonstrates some repetitive behavior that may be compulsive in nature
- Poor impulse control
- Low motivation for social interaction
- Difficulty in accepting comfort when upset
- Limited repertoire of social interactions
- Follows some rule governed behavior
- Successful at following a schedule

- Math facts are an academic strength

Previous Procedures:

- Timed breaks

Procedures for Environmental Accommodations and Skill Acquisition (Proactive Plan)

Teacher Actions and Classroom and Environmental Accommodations:
Student Behavior: Endrew will receive differential reinforcement for completing work
Procedure: Differential Reinforcement and token economy
Teacher Action: Endrew will gain access to a reinforcer based on the absence of target behaviors. He will earn tokens on a variable ratio schedule for completing skill acquisition programs correctly without engaging in target behaviors. His token board has 8 tokens on it. He is able to choose what the tokens look like and make new tokens. His token boards have been of pictures of teletubbies and the backyardigans.

Procedure: Transitions based upon task completion
Teacher Action: Given the end of a task/level, Endrew will receive reinforcement such as access to preferred activities or attention

Procedure: Inferential/attunement statements
Teacher Action: Teachers will make comments inferring what Endrew may be feeling or needing to assist him in identifying his own needs. For example "It seems like you might be getting hungry".

Skill Acquisition:
Student Behavior: Endrew will use Functional communication and replacement language to request items, activities, help and protests.
Procedure: Differential reinforcement, prompt replacement language through functional communication training (FCT)
Teacher Action: Given a situation in which Endrew is seeking an item, activities, help or protesting an activity or item, teacher will model/prompt a request such as "I need to find the piece."

Student Behavior: Endrew will increase his tolerance to feared and aversive items, activities and conditions such as flies, dogs, spilling liquids and losing at a game
Procedure: Cognitive behavior therapy, systematic desensitization, shaping and reinforcement.
Teacher Action: Teachers will systematically present feared and aversive items, activities and conditions with increasing demands to tolerate their presence using reinforcement and shaping procedures.

Student Behavior: Endrew will increase his tolerance to delayed and denied access to preferred activities and items.
Procedure: Cognitive behavior therapy, systematic desensitization, positive self talk
Teacher Action: Teachers will systematically delay and deny access to preferred activities and items following systematic and specified teaching steps.

Student Behavior: Endrew will increase duration of positive affect.
Procedure: Sensory social and joint attention/activity routines, partial interval data on smiling and laughing

- Selective attention: teachers will provide attention only in the form of prompts to return to task and shaping back to task
- Redirection: teachers will prompt to return to task
- Shaping: teachers will differentially reinforce subsequent approximations

Student Behavior: Eloping
Procedure: block, redirection/functional communication, shaping, inferential/attunement statements
Teacher Action:

- Block: teachers will block Endrew from eloping
- Redirection: teachers will verbally prompt/provide replacement language such as "I want to find the piece"
- Shaping: teachers will differentially reinforce subsequent approximations
- Inferential/Attunement statements: teachers will make comments inferring what Endrew may be feeling/needing to assist him in identifying his own needs, for example "It seems like you want to go find something."

Student Behavior: Loud Vocalizations
Procedure: selective attention, redirection, shaping
Teacher Action:

- Selective attention: teachers will provide attention only in the form of prompts to return to task and shaping back to task
- Redirection: teachers will prompt to return to task
- Shaping: teachers will differentially reinforce subsequent approximations

Student Behavior: Perseverative Language
Procedure: Selective attention, tolerating delayed and denied access.
Teacher Action: Acknowledge first request, use first, then statements and visuals for delayed access. Provide selective attention to Endrew when he is not engaging in Perseverative language.

Student Behavior: Physical Aggression
Procedure: block, redirection/functional communication, shaping, inferential/attunement statements
Teacher Action:

- Block: teachers will block Endrew from engaging in physical aggression
- Redirection: teachers will verbally prompt/provide replacement language such as "I want to find the piece"
- Shaping: teachers will differentially reinforce subsequent approximations
- Inferential/Attunement statements: teachers will make comments inferring what Endrew may be feeling/needing to assist him in identifying his own needs, for example "It seems like you want to go find something."

Student Behavior: Picking
Procedure: selective attention, redirection, shaping
Teacher Action:

- Selective attention: teachers will provide attention only in the form of prompts to return to task and shaping back to task
- Redirection: teachers will prompt to return to task
- Shaping: teachers will differentially reinforce subsequent approximations

Student Behavior: Self Injurious Behavior
Procedure: block, redirection/functional communication, shaping, inferential/attunement statements
Teacher Action:

- Block: teachers will block Endrew from engaging in self injurious behavior
- Redirection: teachers will verbally prompt/provide replacement language such as "I want to find the piece"
- Shaping: teachers will differentially reinforce subsequent approximations
- Inferential/Attunement statements: teachers will make comments inferring what Endrew may be feeling/needing to assist him in identifying his own needs, for example "It seems like you want to go find something."

Student Behavior: Verbal Aggression
Procedure: selective attention, redirection, shaping
Teacher Action:

- Selective attention: teachers will provide attention only in the form of prompts to return to task and shaping back to task
- Redirection: teachers will prompt to return to task
- Shaping: teachers will differentially reinforce subsequent approximations

Data Collection and Evaluation:

Behavior	Data Collection Method	Daily Data Summary
Climbing	Frequency	Average rate per 30 minute interval
Crying	Duration	Percentage per day
Dropping	Frequency	Average rate per 30 minute interval
Eloping	Frequency	Average rate per 30 minute interval
Loud Vocalizations	Partial Interval Recording per 5 minute interval	Percentage of intervals with loud vocalization occurrence
Perseverative Language	Partial Interval Recording per 5 minute interval	Percentage of intervals with perseverative language occurrence
Physical Aggression	Frequency	Average rate per 30 minute interval
Picking	Partial Interval Recording per 5 minute interval	Percentage of intervals with picking occurrence
Self Injurious Behavior	Frequency	Average rate per 30 minute interval
Verbal Aggression	Frequency	Average rate per 30 minute interval

Crisis Management:
When Endrew displays behavior that may harm himself or others or result in significant property damage, safety management techniques will be used as a temporary safety precaution. These techniques involve physical restraint to maintain the safety of Endrew and others or to prevent property damage. All adults who work with Endrew have been trained in physical management techniques. Please refer to safety control procedures plan for details.

Crisis Management Documentation:
When a crisis management technique is used, the date, time, duration and the adults involved will be documented. If any injuries occur to Endrew or to the adults working with him, they will also be noted.

Endrew's family will be notified by written communication the same day crisis management techniques are implemented.

Mara Stackhouse
Program Coordinator CAB

Carrie Scott
Clinical Director

Endrew [redacted]

Firefly Autism House
Behavior Intervention Plan (BIP)
Approval Sheet
(Modified environment, redirections, functional communication training, blocking, shaping, and inferential/attunement statements, selective attention)

I, Jennifer [redacted], (parent/guardian) understand the procedures described in this behavior reduction plan and agree to the implementation of this plan. I understand that this plan will be systematically evaluated to determine its effectiveness and those changes may be made to this plan if the intervention is found to be ineffective. I understand that I can contact the Program Coordinator, Maura Stack-Oden, or Clinical Director, Carrie Scott at 303-759-1192 if I have any questions about this plan or would like to withdraw my consent for the procedure(s).

[redacted] 7-20-11

Parent Signature Date

7-20-11

Witness Date